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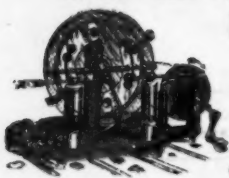
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THERE should be steady and unabated efforts to place teaching on a professional basis. Enough has been said, little has been done. The formation of a "Society of Professional Teachers" in every state is easily possible. One has been formed in this state, composed of normal school graduates. This could be done in all of the states. There are ten thousand professional teachers now; these need to be organized.

1. Let an association of normal school graduates be formed in each state; this should be open for those holding life certificates.

2. Let this association procure needed legislation (not spend its time on methods, etc.), such as a recognition in each state of the life certificates of other states. Above all, let these associations work to advance the holders of term certificates to the position of holders of life certificates.

3. We urge the adoption of the "New York plan"—(a) allowing the third grade teachers to hold their certificates but six or twelve months; (b) making the second grade good for two years, (c) the first grade for five years.

4. The professional teachers should help prepare the first grade teachers for the state examination, passing which they become professional teachers.

We hope to hear of the formation of these associations of professional teachers.

THE question, "How shall we keep the boys in the higher classes of the schools?" is a very serious one. In some advanced schools lately inspected, the higher classes had only one boy to six girls; one boy to twelve girls; one boy to twenty girls; and several classes were composed wholly of girls. In some high schools there are so many more girls, that the boys seem like the conies in the Bible, "a feeble folk."

The teachers of the Northern Illinois Association did well to discuss this question. It might well be debated by all the associations of this country. Instead of blowing up a balloon about "Full-orbed Education," suppose we fall to considering the reasons that must actuate parents in not keeping their children in the higher classes. At the association referred to, it was suggested, and seriously, too, that more athletics would hold the boys in the high school. Do more students go to college because there is a craze about athletics in them? We supposed athletics were encouraged in the colleges because it would render the students healthier; and that is the true ground for putting athletics in the high school.

The reason a parent does not send his children to the high school is because he does not believe in it.

1. He thinks he may be really injured for business purposes by delay. There is an idea in many people's minds that if a boy does not get into business early, say at fourteen years of age, and learn it practically, that he will not be a success in life. This idea is a very prevalent one. There is a deep underlying truth in it.

2. He thinks he may be injured by the learning he may acquire. It is a fact that there has been and is now a good deal studied in high schools that has taken a boy "off his feet," so to speak. He becomes dreamy and unpractical; unhelpful at home, and uninterested in the world at large.

3. He does not see any connection between the studies of the school and the business of life. Here is a cooper, for example; he has a business that gives him a living if he works hard. He proposes that his son shall get his living in the same way he has. Put, now, the high school course of study in this cooper's hands, and he will run over the list of studies: "Latin, Greek, geometry, botany, physiology, rhetoric," and will say to his son—"John, you need not go to school any longer. Get ready for the shop."

We believe the high schools and the colleges have got to reconstruct their courses of study. Why is it that a school like Packard's business college, for example, is packed like a sardine box? Evidently the students see that they will be helped in the business of getting a living.

Of course we shall be asked for suggestions. Here they are. They are for a town where there are five thousand inhabitants and upwards. In large cities the plan will not work so well.

1. Let the principal take a census of the various trades and occupations in that town, and let him find out what qualifications those trades and occupations require in the young men that propose to enter them. He will find they are (1) ready penmanship, (2) ability to compute, (3) a general knowledge of things, (4) manual dexterity, (5) wide-awakeness, (6) industry, and (7) common sense. Above all, industry and common sense are the qualifications needed.

Let him ask himself if his course of study aims at these things.

2. Let him form a club and propose for discussion the question, "What should the high school do so that the boys will stay in it?" Let him get in every body that can talk, and let them go at this question, and let him just put down their ideas. He will learn a good many things.

Emphasis comes from character. It is not what you say, but what you do that tells.

IT is yet the practice in some schools in Indiana, we should judge from a newspaper, for the teacher to strike his pupils on the head if he so chooses. A pupil was sitting with his head on the desk before him; the teacher suspected he was eating an apple, and gave him a stunning blow on the side of his head. The effects were very serious indeed; the pupil could not attend school for several weeks. He still complains of ringing in the ears and of dizziness.

There is no excuse for a procedure like this—it was a barbaric act; it bore no semblance to an educative act; it was opposed to all education; it prohibited development; it turned the teacher, for the time being, into a petty tyrant.

Possibly punishment may be needed in some school-rooms, possibly in that school-room. But to strike a pupil before hearing him is a bad example for a judicial officer to give. Hear first and strike afterward, is the motto of the just judge. That a teacher should allow himself to go about his school-room and strike in a miscellaneous manner, seems incredible. And for eating an apple! (A supposition, by the way; it proved not to be the case.) Is this the highest crime on the calendar? Once, blows descended if a boy made an innocent picture on his slate; if he smiled at one of the girls; if he whispered he was considered irreclaimably bad! In this case eating an apple is ranked with those other high crimes and misdemeanors!

If a teacher will be a striker (Saint Paul says, "Be no striker") let him strike the fleshy parts of the body. A blow on the head should never be given, heavy or light. The head is the seat of the mind. On its soundness depends the ability of the pupil to learn at all. There should be a sacred regard and respect paid to the head; pulling the ears or the hair is an abomination.

It may seem incredible that there should be any need of remarks or cautions—but the need does exist.

THE decision of the supreme court of Wisconsin excluding the Bible from the public schools as a sectarian book, is one that will not be likely to stand. The decision of the supreme court of any state, in order to stand, must be a just decision. It may well be asked, "What did the framers of the constitution of Wisconsin intend?" No one for a moment will suppose they intended to have the Bible excluded from the public schools. They were mainly New England men, having a religious bringing up. The interpretation this court puts on the constitution they framed would make them turn in their graves. Those men meant to exclude sectarian teaching, just as they said.

But does that rule out the Bible? Does it rule out Milton's Paradise Lost? This court wrongly defines sectarianism. Sectarianism comes from the employment of some special statement for the purpose of drawing together men and women into an organization. But the schools do not use these statements for this purpose; hence they are not sectarian. The use of the statement makes all the difference in the world. That decision will be reversed.

"IT is a good thing for a man that he has an enemy," thus says Dr. Deems. "We may not thank God for our enemies, but endure them and learn valuable lessons from them," thus says Dr. Harris. It is not so very bad to have an enemy if he turns out to be a teacher, and we improve under his tuition. Some teachers, according to St. Paul, did not make their pupils happy at the time, but they were joyful afterward. So let us who have an enemy consider it not so great a misfortune after all.

THE TEST OF THE VALUE OF MANUAL TRAINING.

We have been thinking for some time where a test of the real value of manual training could be found. There ought to be one—there is one; but where is it? The other day we had a long conversation with one of the oldest and most thoughtful of Brooklyn's principals, the outcome of which was progress towards the solution of this problem. During this personal conference the following incident was mentioned:

Last year a principal in New York, who has been making a specialty of manual training, told one of the pupils—a Hebrew boy—to find out how he could make a dodecahedron out of one piece of paper, folding it along the lines he should mark out, so as to make a perfect model. The boy commenced thinking, and became so absorbed in his thought that he lost all interest in his play. At last the solution of the question flashed upon his mind while on his way to school, and he almost jumped off his feet for joy. It was the case of Archimedes over again. Before the day was over he had made a perfect drawing of the model he was to fold, and presented it to his teacher. It was, of course, accepted, and soon the dodecahedron was finished. This effort marked an era in the mental progress of that boy. But what was his motive? Why did he study this problem so earnestly, and when he had its solution *in his mind*, why did he not stop there, relinquish all other work, and undertake something else? He couldn't have stopped before the form had been executed. Here is a point. The boy needed a motive, and it was found in the executed design. We ask our readers carefully to note this fact.

Another incident came to our notice a few weeks ago. A girl who had been studying cooking in one of our public schools where this branch has been introduced, has been observed to be so much in earnest in her work, as to excite the special attention of her teacher. A little inquiry revealed the cause. Her mother was a poor cook, and it troubled her father. She was greatly desirous of pleasing him, and so determined to revolutionize the preparation of the food for the family. This she accomplished, much to the gratification of the father, and greatly to the joy of the young lady. What was her motive? It is plain to be seen. Would she have worked as earnestly as she did had she not had this motive? Evidently not. The motive gave character and intellectual value to the labor of thinking.

Now let us go back and look over our ground. The boy who solved the geometrical puzzle had all the mental training possible from it before he drew his diagram, or cut and folded his paper. Then why not stop there? The drawing on paper of what was in the mind had little mental discipline in it. The cutting of the paper along the lines marked, and the folding of it, had still less. Why, then, encumber the boy with these? Let them go. Aim at *mental* results. No, this is not right. All the steps are necessary, especially the last, which stands like the final term of a syllogism. The real strength in a reasoning process is found in the premise. Grant this, and the argument is granted in ninety-nine cases out of a hundred. But the middle term and the conclusion are necessary. So it is in manual training. The use of it lies in its mental and moral discipline, but the actual doing, making, shaping, forming, comparing, etc., etc., are necessary, *because in these are found the motives*, without which the first work would be impossible. Mental discipline is, and must always be, the end and aim of all good school work, but the important question to be answered is, how can mental discipline be *intensified*, for without some good degree of intensity no real good can be done. The only way we can conceive of by which this intensity can be secured is in the *MOTIVE*. Make this strong, and intensity will come every time.

So it is that the measure of the value of any manual training work must be found in the answer to the question: How much mental intensity does it promote? When this is answered the whole question is answered. We call the careful attention of

our readers to this thought, with the request that the test here proposed should be made the subject of careful thought, and, if possible, a report to us.

No one who looks seriously at the matter can doubt that the great need of this country, north and south, east and west, is education. There are plenty of men at present, who talk glibly and read the newspapers, that set themselves up as leaders; and there are enough to follow them and believe in their utterances. There are several organizations that gather vast sums of money, and spend them with no valuable results whatever. For example, the cigarmakers collect a round half million of dollars each year, and spend it. It goes out in dribbles to the officers of each shop or factory. This expenditure is the result of ignorance.

Take now the American Board of Foreign Missions—that, too, gathers and spends a half million each year; but it aims at education, and the world is the better for it. No nobler example of beneficence or of sound wisdom can be found. The fault is not that the cigarmakers organize, so do Christians; but when the end of the organization is not the mental and moral improvement of those gathered in it, then it fails.

We are at a time when men of very moderate brains undertake to employ the means that men of large brains have invented; we see the results. There is more need of sound education now than ever before. We believe in higher education by the state. We have plenty of rank and file. Leaders are what we want.

THERE will be a great many summer schools for teachers this season. THE JOURNAL has so persistently urged the establishment of these schools, that it will seem strange to find a word of caution. There are two reasons for attending these schools: (1) to increase in specific knowledge and skill for the grade the teacher is in; (2) to increase in knowledge and skill so as to advance towards the goal—professional teaching.

We do not mean by this that a normal school graduate, or a holder of a life certificate (these are nominally professional teachers), does not need to acquire more knowledge and skill concerning teaching; but we mean to say that many institutes and summer schools leave the teacher just where he was, except "stirring him up." We hold they should push him along. We want them to be active agents in pushing the great body of our first, second, and third grade teachers along into the higher stages.

We have given our opinion before as to the plan of Senator Edmunds for a national university, and we give it again. There is no need of anything of the kind. We have more colleges now to the square acre than any other country. Many of them are unable to pay their teachers a living salary. Besides, it is the function of the states to attend to education. The general government has no right to undertake a work that they can manage. But it may give money for a time to educate the blacks, because their enfranchisement was the result of war. Let Senator Edmunds urge this, and let his university scheme drop.

How much mental value has school music? This depends upon how much the freedom of independent expression is encouraged. If this is so, may not pianos become hindrances rather than helps to mental independence, since in using them the singers learn to depend upon the player, and not upon themselves? There was a time when singing was a popular art, but it was when instruments were used only to accompany the voice. Now they are used to guide and uphold it. There isn't, in our opinion, much education in a song sustained and controlled by a piano or organ. In dancing, an instrument is useful; yes, necessary, but in singing it is a hindrance to independence, and so to mental growth, rather than a help.

ENGLISH missionary societies have been discussing the reason why foreign missionaries so often fail of accomplishing results, and have come to the conclusion that students are coached in Paley, Butler, and somebody on the creed, and then sent abroad to cope with beliefs, the nature of which they know nothing. Canon Taylor urges the instruction in missionary methods. This is good advice. Successful preachers are teachers, and a teacher who understands his business, will do more good in one year than a perfunctory preacher in a life time. We want a study of method, but we also want a study of its practice. Tact is touch, and when we bring our theories so closely in touch with the children that they are *inspired* by them, we do good. Facts have their place, but they are of little use without inspiration and enthusiasm.

THERE is a good deal of complaint in some cities that penmanship is not taught. This is so because it is not valued. Excellent teachers are poor writers, and nothing is said about it, except in a trivial way. This is not as it should be. Every teacher should learn to express the elements of speech distinctly with his vocal apparatus, and form the letters of the alphabet correctly with his fingers. A really good teacher cannot be a poor writer.

It is a good omen that the committee of the Manchester, England, school board have recently recommended that reading books on the subject of temperance should be introduced into six of their schools.

SEVERAL religious papers commend the Wisconsin Supreme Court for its decision, that the reading of the Bible in the public schools is in violation of the constitution. It seems that the Christian world has at least two Bibles, and it is difficult to know which one to take.

MANY associations are calling for a revision of the course of study in the public schools. It is said that our school system is intended to make doctors, lawyers, clergymen, and literati, and not plain common sense working people. There is a good deal of fallacy in the demand of these associations, but after all some justice. Adaptation is the law of nature, but to get at practical adjustments and adaptations we need a good deal of common sense. Honesty demands that our children should grow up with a love for the essential dignity and goodness of work—hard, dirty work if need be. There is something to be taught in school that is much more essential than the three R's.

SCHOOLS may be denominational (that is, Catholic, Presbyterian etc.) secular (that is, teach the foundation principles of morality, religion, etc.), or godless (that is, pay no attention to morality or religion). Our public schools are secular, but how much morality and religion they are to teach is not yet settled; neither is it exactly settled how much arithmetic, geography, etc., they are to teach. There is more precision about these things now than there used to be. We have long been of opinion that the various religious sects might unite on a course of reading selected from the Bible. Until they do so there will be no uniformity in that matter. We believe every sect wants the foundation principles of morality and religion to be kept before the children in the school.

We desire here to correct a statement we made last week, or rather to restate our statement on page 317. We said there, "If a majority want the Bible in the schools we shall only be too glad to know it, but the fact is the other way." The term "the Bible" was here used to cover religious worship. We believe the Bible will always stay in the public schools; we believe that religious worship will be in schools as may suit the taxpayers. The use of the Bible in history and literature is indispensable; to use it, as containing the foundation truth of morality and religion, is not sectarianism.

ALTHOUGH the definitions of education are many, yet here is one by Supt. Balliet which deserves to be preserved. He says "the school is an artificial environment, created for the purpose of preparing the mind to be *afterward* educated by the environments of life." Is not the child in part, at least, educated by his school life? If not there, does not the school fail of accomplishing its proper work? The chief value of school work is not so much in what it prepares to be done, as what it actually does. We would say that:

The school is both a natural and an artificial environment, created for the purpose of both now educating and also preparing for further education by the natural and artificial environments of future life.

THE DEFINITION OF MANUAL TRAINING.

By DR. C. M. WOODWARD, St. Louis.

There is much confusion in the public mind as to the exact force and meaning of the phrases: *technical school*, *industrial school*, and *manual training school*; and no small part of the controversies now existing in educational circles is due to misunderstandings arising from the use of these terms.

1. There is already substantial agreement among good writers as to the words *technical*, *technological*, and *polytechnic*. The Greek root *tech* is employed to signify an art resting upon higher scientific principles, systematically developed and adequately worked out in practice. Hence a technically trained man is one well versed in both the theory and practice of one of the branches of applied science; he is an engineer in some one of the many branches of modern engineering, each requiring the mastery of an extended and severe course of study. There is, therefore, perfect fitness in these names:—the Rensselaer Polytechnic Institute, of Troy, N. Y.,—a school of civil engineering; the Massachusetts Institute of Technology,—a school for the different branches of engineering, architecture, and chemistry; the Stevens Institute of Technology,—a school for mechanical engineering; and the polytechnic school of Washington University,—a school for civil engineering, dynamic engineering, mining engineering, and for chemistry. These schools are all high grade, receiving freshmen at the average age of about eighteen years.

2. In the use of the word *industrial* there is the greatest diversity. There is scarcely an institution for boys from the kindergarten to the university which has not been called more or less *industrial*. It has been applied to reform schools, to trade schools, to charitable institutions where boys spend half their time at ordinary labor, earning their living or a part of it. It has been applied to free-hand and to instrumental drawing, and indiscriminately to manual training schools.

The industries of modern life are very numerous and each admits of being analyzed into its elements and of being systematically taught. But to say that a school or a study is *industrial* because it involves training which may be directly useful in one or more industries, seems to me very objectionable. In England and in Europe generally the word is applied to schools where special trades or small industries are taught. The industrial schools of England are limited to schools of weaving, dyeing, and the like, in manufacturing towns. They take a wide range in Europe, though they are individually very narrow. For instance, in 1883 there were forty-four trade schools in the duchy of Baden. The trades taught—one in each school—were clock-making, watch-making, straw-plaiting, wood-carving, pottery making, hat-making, basket-making, ribbon-making, cardboard-box-making, etc. These schools are at once and all the time productive. By confining the attention of the pupils to a narrow field and by giving to hand-work several hours per day, the articles made are soon salable and hence the school is always a factory. Such are industrial schools as understood abroad.

3. It is now necessary to select a name for those schools which incorporate positive manual elements into their course of study, but which are far removed from trade schools on the one hand—being much broader, and aiming not so much at dexterity in special work and actual shop-products as at intelligence and general culture in more than one direction—and on the other hand, which fall far below the mathematical theories and elaborate researches, and the professional details of the technical schools. In these schools for general training no moderate literary or scientific work can be thought out of place; on the contrary, a large share of the time must be given to literature and science.

The name "Manual Training School," first suggested in 1879, still appears to be the best. It has been received with great favor both in the United States and in England, and is coming into use in France and Germany. In a manual training school, the time spent in shop-work is always less than two hours per day, while fully four hours are given to academic work and drawing. The home study is upon mathematics, science, or literature.

The manual training school teaches no trade, prepares for no calling or profession. It gives as wide a training in the practical arts as it does in literary and commercial fields. It makes no assumption concerning the future life of the boy, beyond the fact that he is assumed to be an intelligent, independent, useful citizen. It stimulates and develops all minds, and opens all the windows by which youth looks out upon the activities of life, and it unbars every entrance thereto. It is possible that a bet-

ter name than "manual training school" might be coined, but no better has been coined, and it is doubtful if one can now be substituted. No derived word can etymologically express the full meaning, for the thing to be expressed is a *new thing*. Things really *new* cannot be defined in words. To know what manual training is one must see it—nay, perhaps he must actually experience it.

I earnestly appeal to essayists, speakers, superintendents, and teachers alike, to recognize the distinctions I have made, and thus save us all a great deal of time now wasted in waging war with our friends.

TRAINING IN MANNERS AND MORALS.

Rev. Dr. Abbott, late head master of the city of London schools, in his address before the teachers' convention, said:

"Ought we to do anything to aid our history lessons by stimulating patriotism? And, if so, how can this be done? The flower of our youth have never perished on their native soil contending for liberty against a foreign foe, and therefore not many poets have been inspired to bequeath us literary legacies of undying memorial of those who have given their lives for their country. Such as we have might at least be collected together, with the far more numerous prose narratives of patriotic or public-spirited exploits—not military alone. They would constitute a 'Book of Noble Deeds.' Many such books, I should think, exist already."

COMMON DUTIES.

"How we are Governed," and an outline of the principles of our laws, would be interesting to the older boys. "How to be Useful," showing a boy how he may be of use sometimes in cases of fire, or accident or other emergency, by knowing exactly what to do, or when and how to do it, is of importance. Is it not a good training? I would go still further—have oral lessons on "How to Behave in Public," which should find room for simple precepts (with reasons, of course) such as these, "Keep to the right or the pavement;" "Do not throw orange-peel about in the streets and paper about in the parks;" "Keep out of a crowd, unless you can do some good in it;" "Do not put your boots upon the seat opposite you in a railway carriage;" "Do not talk so loud to your school-fellows in public as to annoy strangers." These are small things, very small things; but they are at least things, and they may be a preparation for greater things. The love of our neighbors, individually and collectively—that indeed it is with which we desire to imbue our pupils; and that is the very altar of morality. But one goes up to an altar by steps. And, as a first step toward loving one's neighbor, it is not amiss sometimes for a child to learn not to make himself a nuisance to his neighbor.

THE TEACHER'S PROFESSION.

The statement is often made that the teacher has no right to claim that teaching is a profession, since he only needs the knowledge that most artisans, book-keepers, clerks, etc., possess. If we look at the questions proposed to the candidate for a school, we find that he is required to be able to read, write, compute, to have some general geographical and historical knowledge; in some places he is expected to be able to parse. This list of attainments is not very extensive; every man, even the farmer, ought to be able to pass such an examination. Where, then, comes in his claim to be a professional person?

The teacher ought to have a thorough knowledge of educational methods, history, principles, and systems. This can only be learned by much study. He must make a study of these things (if he intends to be a teacher) when he begins the study of numbers, geography, etc. Those who attend Mr. and Mrs. Kraus' kindergarten are instructed one whole year by lectures in the foundation principles; these lectures they write out and are questioned upon them. This is to prepare them to teach little children; if they wish to teach in a primary school they should have another year's instruction in the principles and methods of teaching; if they wish to teach in the advanced primary (grammar school, so called) they should spend another year on these subjects.

Thus the teacher has some claim to be called a professional man; he can feel he has something the clerk, the book-keeper, the physician, the lawyer, and the minister does not have; his work stands out before him as a field that has been carefully surveyed. This

paper has urged that the teacher at the outset be examined on educational history, methods, principles, and systems; that every normal school teach the pupil something of these every day he is within its walls; and that institutes and summer schools make these the themes of exposition and study.

TO ADVANCING TEACHERS.

The aim of this publication is to point out how teachers who wish to advance may do so. A "Course of Study" has been devised, that the teacher by inspecting it may know where he stands. The question is, "Will he take the trouble and labor needed to advance?"

A few scattered in every state feel the new breath that is blowing, and they have conscientiously devoted themselves to professional advancement. From these we expect to hear. From those who have got a third grade certificate and are only trying to earn a little money in the easiest way, who think of themselves first and of the children last, who expect to leave as soon as they find a business that has more money in it—from these we expect no subscriptions. It is useless to ask them.

But there is a newer class of men and women "coming to the front" who see that there is a philosophy in teaching, that there is science in education. These take a third grade certificate and immediately plan out to be ready next year for a second grade certificate; the year after that they will advance another step, and eventually they will hold diplomas and be noted as "professional teachers." Such men and women, busy with their own improvement, will be marked teachers in any school. Thomas Arnold said, "A living spring is always sought for in preference to a stagnant pool." By this he meant that children would rather learn from a teacher who himself was learning and advancing.

In one of the New York City schools an agent asked a principal about subscriptions to this paper. He replied: "There is Miss A.—she is a live woman, she subscribes for everything on education. She will take it." This class of teachers become widely known; the principals know them, visiting superintendents know them, educational agencies know them. They are the ones who receive increased salaries.

It must be noted that the old-time teacher who walked around with a ruler under his arm, ready to slap the heedless, has disappeared from most parts of this country. The normal schools have sent out men and women who have studied the art and science of education; the vast class who are not graduates come into competition with these graduates—they must do something or "go to the wall." What will they do? Some will be discouraged and leave teaching; others will say, "I will advance." Such will succeed.

The difficulty heretofore has been that the teacher who wanted to advance did not know how. To meet the needs of this class we have prepared special aids. This paper will be a right hand of help for all these. It is made for the advancing teacher. And aid can be found in many quarters; the summer schools that are opening will some of them (not all) be of aid. We guarantee that every teacher who earnestly takes hold, in accordance with the plans outlined in this paper, will in a few years look back from an eminence with pride and pleasure.

The Course of Study for teachers is one we have spent much time over. We urge that every teacher examine it and see where he belongs in that course. If at the bottom, he must imitate the plan of his primary classes, go to school (as it were) regularly and punctually—that is, do something day by day, not by fits and starts. (This course was published in THE JOURNAL, Oct 26, 1889.)

It is a little ridiculous to see a man who is so absolutely confident that he is right that no doubt ever comes over his mind; that, perhaps, he may be after all somewhat wrong. His self-confidence is something sublime to contemplate. With the air of an absolute monarch of all he surveys, he says, "You are wrong." The fact is, the true man is always open to conviction—always ready to learn, always eager to find the truth. This true man is a rare man, and so a valuable man when found. Dr. Deems of this city was once preaching in a most earnest manner, what he declared to be the truth. All at once he suddenly stopped, and dropping his voice said, "Am I wrong? If I am I want to know it. If any one will point to me my error, I will give him a patient hearing. I am anxious to know the truth." Here is a true man. This has made Dr. Deems what he is, and just this spirit will make any man a true man. It would be an excellent thing for some thinker to write an article on "Prejudice." The world needs education on this topic. Confidence in opinion is an excellent thing, but at all times our confidence must be held subject to the revelations of fuller and better light,

THE TEACHING OF THE YOUNG CHILD.

By M. S. CARROLL, Brooklyn.

Suppose a little child is left with me for the afternoon, what shall I do to amuse, to occupy him?

Cannot I give him some employment that will gratify his natural instincts, and turn them to account. He must do something, mark; the children come to the mother on a rainy day, and say in a piteous tone, "Mother what can I do?"

DRAWING.—I give him a pencil and paper, or a slate and pencil.

Let us watch the child's efforts. At first I may see some marvelous productions of fancy, strange little men and women, and animals, generously provided with wings and legs, but by and by there will be a tendency to irritate surrounding objects. This tendency I can guide, encourage, and utilize for educational purposes.

We will aim at three things—the thorough observation, the truthful report, the careful doing.

Let the little artist try to see the object, to reproduce what he sees—no more, no less—and to develop some degree of manual dexterity.

In the work of two children, we may find in the one weak, scrawling lines that are obviously intended to represent the lines in view of the model; in the other, much greater command of the pencil with utter disregard for the point of view. "Did you see both sides of the top of the cup? Look again," must be said to the one. The other must be guided gently toward skill of hand.

To truly see, to reproduce what he sees and to do it with all possible neatness and care, is not done to make an artist of the child, but it is a pleasing occupation, and it is manual, intellectual, and in some degree, ethical training.

CALISTHENICS.—But he tires of drawing; he needs some gentle, varied, healthful, graceful exercises, that shall be as enjoyable as possible to the child; that shall quicken the blood, and send new blood to the tired brain, substitute involuntary attention to an agreeable exercise for the effort he has made to copy the objects, and train the limbs and body to buoyant, harmonious action; since graceful movements, like graceful manners, set free the true self, express the best possibilities of the being. So we set him to dancing, waving the arms—using music on an instrument, or the voice.

GAMES.—Some games are of benefit, that is, if they are genuine games. The recreation in games is a positive intellectual gain; the sympathy, forbearance, and general good fellowship required become excellent moral training.

EXPERIMENTS.—The game is played; let us draw the child's attention to the wonderful workshop of nature. You may show him how the water bends the sunbeams that he can never catch and handle; you may let him dip the stick, tube, or pencil in the basin of water, and see for himself that it looks crooked and yet is not broken. Call his attention to the ice-crystals and how much more room they need than the particles of water, but let him see the process if possible; convince him how the crystals grow, though you crack the only drinking glass on the premises.

SELF.—The child eats an apple, for example, and we tell him something about food and how it nourishes him. He is instructed about neatness and tidiness, in his clothing. He is warned not to injure his body in any way. We ask him some questions.

Shall he strike the cat? Shall he be helpful to mamma? Should he think of his Creator? Should he do as his teacher and mamma tell him? Should he use bad words? Should he get angry and pout? Does he love to do right? Does he hear a voice say to him, "That is wrong."

EARTH.—But he cannot give his attention long to this subject; and he must not be wearied with ethics. Do you see this piece of gray moss? It grew down in Florida, in a great swamp, wrapped around a tall tree that looked like some old conjurer with gray beard and flowing garments. Have you seen any moss? There is a little moss on the side of the door-step. You may go and bring me some of it. The child loves to hear about the trees and plants of far-away countries, would like to see them. But there are beautiful and interesting things right about us, here at home. Who knows that the crimson-keyed maples have beautiful red leaves in the autumn? Who has gathered any? We open a flower and point out the pistils and stamens.

The cat is seen by the fire, perhaps. Who can tell me something about the cat? What kind of claws has she? Are these like the dog's claws? We talk about her

tongue, her eyes, how the fur stands out on her back when she is angry or frightened. Would not puss be a terrible creature if she were much larger and stronger, and were not tame and kind? Perhaps I tell him about a wild animal that is like a large cat, about its home in the Indian jungle.

PEOPLE.—The mother has told her child stories, about the time "when papa was a little boy," or "when grandmother was a little girl." At all events he has learned a good deal about people near by. From family to local history, from local to national, to general, history is the natural order.

In one way or another, we must make the connection between what is related to the child's daily life, and present to his senses, and what we wish to bring within the grasp of his imagination.

Tell the child stories that he may reproduce, that he may store the facts informally imparted, that the emotional nature may be cultivated—but with great caution, avoiding all morbid or overstrained sentiment—that the good will of the child may be appealed to; not, usually, by an elaborated moral, but by the right feeling, the elevated motive and character, exhibited in the story. Tell the child the current events, the history that is making; tell him of far away lands, of strange little people with dusky or tawny faces, of the little Esquimaux in the long, dark, polar winter, of the little Arabs living in tents upon the desert sand. Strive to make him feel that of one blood are the nations of the earth.

THINGS.—What do you know of this object? I show him a block—a red one perhaps. He tells me of its color, form, size. I ask questions and he talks of position and direction. His powers of determining distance and relative position are exercised.

I have him grasp the object in his hand and cultivate his senses.

BUSY WORK.—A child's fingers are always pulling, twisting, bending, or breaking something; it is the voice of the inner nature impelling him to lay up a stock of facts. So we must furnish busy work, enough for the little fingers that will stimulate effort, but not so difficult as to discourage. This work may minister to the esthetic nature, as in the simplest sorts of designing; to the intellectual, though in ever so humble a fashion, as in counting or sorting; to the volitional always; to the practical side of life as one means of acquiring habits of industry, and order, and last, but by no means least, to the child's hearty enjoyment as a well-timed recreation.

LANGUAGE.—I suppose he does not know how to read; I take a book and read him a very sweet story. I show him the words "boy" and "cat." The story stimulates the child to make a connection between sign and thing, between object and word.

To teach the child to read, we must go out of ourselves into the minds of others; we must keep in mind that he is to learn the use of a set of signs. He writes the sign of "cat" and "boy," and gradually becomes master of a written language, as he has of a spoken one. Thus we go "all round" the child, interesting him, teaching him, training him.

THERE has been a good deal said, during the past few years, concerning the injury done through the teaching of advanced and logical grammar to elementary minds. "Bill Arp," the well-known humorist, has been making a good deal of fun of such misapplication. His little daughter asked him not long since to hear her lesson. After listening to her awhile he became disgusted. He thus writes about it in the *Atlanta Constitution*: "It made me so sorry for the poor child that I felt like throwing the book in the fire, for she had been for an hour straining her mind and memory over the stuff, and had committed it every word so as to please her teacher and get a good mark. Here are a few specimens of the answers to the questions in the grammar: A cognate equivalent, or elliptical accusative, may be used with a passive verb. A cognate or equivalent noun is often omitted, and a neuter adjective used, limiting the cognate notion understood. An adjective limiting a complementary infinitive agrees with the subject. The complementary infinitive is an accusative of direct object or limitation. The infinitive passive of an intransitive verb is used as a complement of an impersonal expression. The complement of a concessive sentence is an adversative proposition. The adverbial is often used for the adjective relative. Dependent causal propositions are introduced by the causal conjunctions. Well, maybe they do, and maybe they don't. I don't know and I don't care. There wasn't any of that fool-stuff in my grammar."

THE SCHOOL ROOM.

May 24.—MISCELLANEOUS.
May 31.—DOING AND ETHICS.
June 7.—LANGUAGE AND THINGS.
June 14.—SELF AND PEOPLE.

SPRING FLOWERS.

VII.

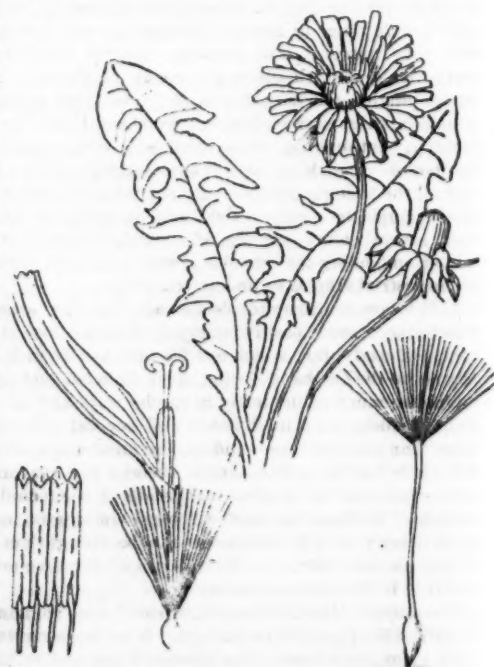
Let the teacher place a plant in the hands of each pupil of the class. It will not be difficult to cut out a turf having a handsome plant, and have it placed in a box and brought into the school-room. It may be kept alive for a week if there is plenty of earth. After the plant has been thoroughly examined let the pupils make a statement of their observations. While these observations are being made, let the teacher review on the botanical terms.

REVIEW OF TERMS.

Show me a *corolla*.
Show me a *stamen*.
Show me a *petal*.
Show me a *sepal*.
What is *deciduous*?
Show me something *sessile*.
Show me something *solitary*.
What is an *herb*? example.
What is a *peduncle*? Show one.
What is *perennial*? Example.
Exhibit *obovate*, *cordate*, *ovate*, *pinnate*, *opposite*.
Show me the *ovary*; the *anther*.
Illustrate *pedicel*, *stigma*, *persistent*, *acute*, *linear*, *parallel-veined*, *palmi-veined*, *net-veined*.

These and other terms should be written on the blackboard and certain ones assigned to certain pupils to illustrate; for example, *deciduous*—a leafless branch of maple will be shown by a pupil, and he will say "the leaves fell off last fall—that is, the maple belongs to the deciduous class of plants; it means "falling off" and so of other terms. Let the definition be *objectively* defined.

There are between fifty and sixty terms that are constantly used by botanists to describe plants, and these must be understood; they can be learned by seeing them in the plants. They should be reviewed, again and again, so they do not become confused in the memory.



THE DANDELION.

Teacher.—Tell me what you have discovered in this plant. Use terms that you know the meaning of, and these only.

1. The leaves are radical.
2. It has a milky juice in root and leaves.
3. The leaves and peduncles are acaulescent.

Teacher.—What is acaulescent?

4. The leaves and flowers don't come from a stem as in a rose bush, or as in the claytonia and the anemone.

Teacher.—Very well.

5. The scapes are hollow.

Teacher.—Write scape on the blackboard.

6. The leaves are lobed.

Teacher.—This form is called *runcinate*—that means hooked backward. Write *runcinate* on the blackboard.

- 7.—It is deciduous.
- 8.—It is an herb.
- 9.—It is herbaceous.
- 10.—It is about 6 to 12 inches high.
- 11.—The flowers are yellow.
- 12.—There are many flowers.

Teacher.—Open the plant and note how they are formed. The corolla is called *ligulate* because it resembles a strap. Can you count the teeth in the end of the strap?

- 13.—There are five.

Teacher.—That shows there are five petals joined in one. (Explains this point.)

- 14.—The flowers all set on the top of the peduncle.

Teacher.—Yes, they grow in heads—a great many kinds do; mention some.

- 15.—Clover is one.

Teacher.—Yes; the flowers in such a case are called *florets* or little flowers.

- 16.—There is a row of sepals around the head.

Teacher.—Botanists call this row of green leaves and sepals an *involucre*. There is one row of sepals for hundreds of flowers. But there are really two rows; it is a double involucre. Tell me something about these rows; are they alike?

- 17.—The outer row is short and turns back; the inner row is composed of narrow leaves and stands up.

Teacher.—We say *reflexed* instead of turn back; *linear* instead of narrow.

- 18.—Each flower has hairs or down.

Teacher.—This is called *pappus*. (Explains.) Look at the pistils through my hand glass.

- 19.—The stamens are around the pistils, and there are five of them. (The artist by mistake drew only four.)

- 20.—The style divides into two parts and these curve around.

Teacher.—The botanists say *revolute* or spreading. You can unroll the anther tube. The name of this plant is *Taraxacum*. Dandelion is from the French *dente de lion*—because the jagged leaves resemble a lion's teeth. Flowers of this kind are compound, you see (many on a head); the botanists call them *compositae*. Do you see that there is one corolla? Such flowers are *monopetalous*. (Explains.)

Now get all this in a compact description and hand it in. This should be something like this in form:

PARTS.	DESCRIPTION.
Flowers.	Radical in heads with an involucre.
Corolla.	Five united petals, ligulate, with a pappus.
Stamens.	Five; united by the anthers into a tube.
Stigmas.	Two; united in one style, revolute.
Leaves.	Acaulescent, runcinate.
Ovary.	With a beak.

It will be observed that no attempt has yet been made to "classify" flowers in the sense in which that term is used usually. The object has been, to interest the pupils to observe, and to give the results of that observation.

SOME DEVICES FOR THE PRIMARY CLASS.

READING.

Pasteboard letters will aid in teaching primary reading. They should be about an inch square, and there should be plenty of them, especially of the vowels and the consonants that are most used. We will suppose that the word *hat* is to be taught. A hat should be drawn on the board, and the word written beneath it. Then the children form the word with their pasteboard letters, making it as many times as they can. After they have learned *hat*, they can learn new words by substituting *m*, *f*, *r*, etc., for *h*. It will take some time to exhaust these words, and in this way they will be thoroughly learned.

A SPELLING DEVICE.

The following method of conducting a spelling exercise is practiced by a successful teacher. She takes her stand at the blackboard, the class being in their places with slates and pencils ready for use. Then the teacher rapidly sketches some objects, as chair, table, pail, desk, etc., and the pupils write their names. After a sufficient number of words have been suggested she quietly passes down the line, examining each slate. If there is a word misspelled, she draws her pencil through it, and going to the board, writes it correctly under its picture, and the pupil copies it. She makes a list of the words that were missed and reviews them the next day. All this is done without a word being spoken by teacher or pupils.

PICTURE MAKING.

The older primary classes may color pictures for

"busy work." Children love to do anything with paints and the lesson may be made profitable as well as amusing. The teacher can outline a flower on paper, as a wild rose or a buttercup, and give it to the children to color. They should bring in flowers to use as patterns. When each flower is done, the little artist's name may be written on it, and if it is nicely done it might be tacked on the wall in the corner devoted to "exhibits." Of course care will be needed in the use of paints, or there will be some soiled aprons or dresses.

CLAY MODELING.

Children are fond of *doing*, and nothing will delight them more than an exercise in clay modeling. A large board, big enough for the class to stand around, or a number of tin pie-plates, and a quantity of sand are all the materials needed. The simplest objects are to be modeled first; for the first lesson a sphere may be made. A lump of clay is given each child, and he is told to make a round ball. It seems very simple, but it requires some skill to make it perfectly round. After a perfect sphere is made, an apple, a pear, or a plum may be modeled. A spoon, a key, a cup, or a vase may then be tried. Many models will suggest themselves, to the little brains, and the little fingers will want to reproduce them. Some of the best of this work might also be kept on exhibition.

LESSONS IN THE KINDERGARTEN.

By MISS SUSAN P. POLLOCK, Washington, D. C.

On Froebel's birthday we had special exercises. First an opening song, "Good-morning." Then the story of Froebel was told. The older class having left the room, those remaining formed a circle and played. After this the balls were passed around, each child in the circle-taking one. They were then simultaneously placed on the floor inside the circle, one in front of each child. One was asked how many red balls he saw. He was then allowed to collect them and place them as he pleased in the center of the ring "to make a picture" calling it a "flower garden" for Froebel. This was done with the yellow, blue, green, orange, and purple balls successively. When all had been placed, and a really pretty center-piece formed, living flowers brought by the children for the birthday were added to the garden picture, by putting them into the ring; snowballs, branches of apple-blossoms, etc., and to crown all a living "baby" turtle that one of the teacher had brought to the kindergarten that morning.

Next the children sang a lovely Easter song. Each took up a ball and holding it carefully sang "Our Balls are going to Bye-low Land."

Then the class was divided (the little ones going down stairs to their own room) while the rest gathered around our tables, and had a paper-folding exercise—the color used being blue. The class played "teacher" and taught me about the "square"—its corners, and edges, and angles, their number, kind, etc. The first fold they made was from "corner to corner," "right to left," making a butterfly. This led us to talk as to how it held its wings—horizontally fluttering when it flew, and vertically when it rested; we held ours between two fingers while it rested, and then the children went around the room placing them where they chose, on the flowers.

A large moss cube green and beautiful, hollow, and filled with growing claytonia, was placed on a table in the middle of the room, and on asking "who would like to have their butterflies rest here?" a general collection of butterflies from all parts of the room ensued, and with breathless interest they were carefully put on it, each choosing a place. Now they could be easily redistributed without confusion. Then the second fold was called for: "Front corner to back corner," and we had a kite. We talked about another far away country, *not* Germany, where the *men* flew kites as well as the boys, often from the roofs of the houses; where there were so many people there was not room for them all on the land, so that some lived on boats where they had gardens, and ducks, and everything that belongs to a real house on land. "Where does our tea come from?" "China, China," was heard from all around the room.

The next fold being called for, resulted in "edge to edge," and gave us the geography that told us all about China and "What other far away countries?" "Africa, Germany." "Tell me of some pictures you see in your books?" The teacher saw a picture of a tall bird that did not live in this country but was found in the country where Froebel lived. "A stork," cries my dear little German Henry. "Yes, Yes; listen here he comes." (A knock at the door was heard just then, and on its being opened there stood Mr. Stork as large as life.) What

shouts greeted his appearance; he was also put on the table where he stood quite firmly and sedately. (This was made of cotton wadding, of life size, and so natural as to form, size, parts, and color of body, legs and beak readily deceiving anyone at a little distance.)

The next fold "edge to edge" again, gave us the window, through which we each saw a flower "that only bloomed for Froebel's birthday." This made us think how he loved flowers and why he called his school a child garden.

We had no more time to talk about our folds, as we rapidly made them now, but folded in silence until we came to the "tablecloth." A bell was then rung which brought the other two classes back to the room, when a concert recitation of a beautiful "Froebel Hymn" was given by the whole school: this was followed by the singing of "The Bluebird," "Summer is Coming," and "Springtime is Here," when the exercises were concluded by the passing around of a tray of cakes in honor of the day. We say *concluded*, but if the reader had seen and noted the awakened interest in many things that was brought about by this lesson, he would say *concluded*?

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

STORIES FOR REPRODUCTION.

ADVANCED.

When reading these stories to the pupils, care should be taken to speak very distinctly, but read them only once. Be sure that the pupils bring out the moral of the story.

THE NEW COOK.

Mary, the cook, was making cake. She left the room for something, and Fanny thought it would be a fine thing to finish the cake before Mary got back. So she began to stir very fast, though it was hard work. "I don't believe Mary has put enough raisins in," she thought, "and I like them lots." So she put in a bowlful. They had not been stemmed, but Fanny did not think of that. When Mary came in, she was in a hurry, so she turned the cake into a pan and put it in the oven. At tea that night Fanny's mother wondered what was the matter with the cake. Fanny told how she had helped make it. Then her papa laughed and said he didn't know that they had a new cook.

THE CRAB AND ITS MOTHER.

"My child," said a crab to her son, "why do you always walk so awkwardly? If you wish to make a good appearance you should go straight forward, not in that one-sided way." "I do wish to make a good appearance," said the little crab, "and if you will show me how to walk straight I will do it." So the old crab started to give a lesson in walking, but like all crabs, she walked one-sided. The little crab laughed. "I will walk one-sided till you can teach me to walk straight," it said, and went back to its play. The mother crab thought, "Ah! we cannot teach others right until we practice it ourselves."

BABY'S LETTERS.

The children were writing to their father, who was a long, long way off. Agnes had written her letter, and Ned was writing his. Then the baby, whose real name was Mary, began to cry, "Me too, me yite to papa." "Nonsense," said Ned, "you can't write; all you can do is to make m's." "Never mind, Ned," said Agnes, who was the peacemaker, "baby's m's are very nice, and I'm sure papa will like to get a letter from her." When Agnes said this, Mary shook her head at Ned, as much as to say, "You don't know good writing when you see it." She took a pencil in her chubby fingers, and wrote her paper full. Then she folded her letter, so Ned could not see it, and gave it to Agnes. "It is a beautiful letter, dear," said Agnes, as she put it in the envelope.

THE BITTER MEDICINE.

Nelly was quite sick, and her mamma sent for the doctor. He was a big, good-natured man, and Nelly liked him. He came in, chucked her under the chin, and told her she would soon be well again, if she took the medicine he would leave for her. Now Nelly was a great coward about taking medicine, and she began to cry. But it did no good; mamma poured the medicine into a spoon, and said, "Come here, Nelly." Nelly went, for she never disobeyed. But oh, how she dreaded that bitter, bitter medicine! She made a dreadful face, shut her eyes, and swallowed it. After all, it was not a bit bad; indeed, it was very nice medicine. Then mamma laughed, and Nelly felt ashamed of herself.



WILLIAM CULLEN BRYANT.

DIED JUNE 12, 1878.

FIRST PUPIL.

William Cullen Bryant was born at Cummington, Mass., November 3, 1794. His mother was a descendant of John Alden and "Priscilla, the Puritan maiden," whose story Longfellow told in "The Courtship of Miles Standish." His father, Dr. Peter Bryant, who was a physician, was a great reader and something of a musician, besides taking an active interest in politics.

SECOND PUPIL.

William Cullen was not a strong child; he had a slender, delicate body, and a nervous temperament. But delicate as he was, he was considered very bright and promising. At the age of sixteen months he knew his letters, and when only four years old was sent to the district school. He tells us that he was a good speller, and fond of geography; but in the catechism which was taught in the district schools, he made little progress. He did not care much for the rougher games that boys like, but he was a swift runner, and a skilful ball player.

THIRD PUPIL.

When twelve years old, his parents decided that he should have a college education, and he was sent to live with an uncle, that he might perfect himself in Latin. As soon as he had learned enough Latin to admit him to Williams College, he went to live in a neighboring town to learn the necessary Greek. In October, 1810, when in his sixteenth year, Bryant entered the sophomore class of Williams College. He was tall and slender, with a quantity of dark brown hair, and his fellow-students called him good-looking.

FOURTH PUPIL.

Before the end of the first year he asked for an honorable dismissal, for he intended to go to Yale the next year in company with his room-mate. But the family funds were low, and he was obliged to give up the idea of a college education. He spent some time at home, working on the farm, and reading all the poetry he could find. Young as he was, he had already tried his hand at poetry; indeed, he began to rhyme almost as soon as he could talk.

FIFTH PUPIL.

There were four strong, healthy brothers in the Bryant home, so William felt that he was not needed on the farm. His friends had taken it for granted that he would follow his father's calling, but the young man decided to study law. He went to work in earnest, and at the age of twenty-one was admitted to the bar, in the little village of Plainfield near his home.

SIXTH PUPIL.

Although Bryant had done considerable writing, he had never attempted publication. One day Dr. Bryant found some poems in his son's desk, and read them with tears streaming down his cheeks. Without saying anything to William, he sent them to the editor of the *North American Review*, who published them, and made a request for further contributions. One of these poems

was "Thanatopsis" written when the poet was only eighteen. It is one of the finest American poems.

SEVENTH PUPIL.

The profession of law grew more and more distasteful to him, and at last he decided to leave it, and trust to his pen for a living. He moved to New York, and after working on several periodicals, he accepted a position on the staff of the *Evening Post* with which he was connected until his death. But the world still went hard with him, and he was by no means free from care about money matters. We are glad to come to the time when the *Evening Post* became a paying investment, and Bryant was able to buy a pleasant country home. He lived in an old-fashioned mansion in Roslyn, near the Long Island sound. The large, roomy house was surrounded by flowers and trees, and the happy owner found much pleasure in working among them.

EIGHTH PUPIL.

Bryant's duties as editor interfered with his poetical work, and, compared with some of our poets, he has written but little. But from the earliest to the latest, all his poems are good, pure, and beautiful. Emerson said of him, "He has written some of the very best poetry we have in America." "He was my master in verse," wrote Longfellow, "and throughout my whole life I have had the warmest regard for him." "No poet," said Griswold, "has described with more fidelity the beauties of creation, nor sung with nobler song the greatness of the Creator. He is the translator of the silent language of the universe to the world."

NINTH PUPIL.

Mr. Bryant's habits were very simple. He retired and rose early, always giving an hour in the morning to gymnastic exercises. His food was carefully chosen, and he used no tea, coffee, or other stimulants. Even to the last of his life he took a great deal of exercise. No matter what the weather or the state of the streets, he always walked from his house to his office, a distance of three miles.

TENTH PUPIL.

When death finally came, it was not the result of disease, but of a fall. Bryant had spoken at the unveiling of the statue of the Italian patriot, Mazzini, in Central park. The sun was very hot, and the poet appeared exhausted. After the address he went on foot across the park to a friend's house, and as he was entering the door, he fell, striking his head on a stone step. He never recovered from the effects of the fall.

A LITTLE BOY'S TROUBLE.

I thought when I'd learned my letters,
That all my troubles were done;
But I find myself much mistaken—
They only have just begun.
Learning to read was awful,
But nothing like learning to write;
I'd be sorry to have you tell it,
But my copy-book is a sight.

The ink gets over my fingers,
The pen cuts all sorts of shines;
And won't do at all as I bid it,
The letters won't stay on the lines,
But go up and down and all over
As though they were dancing a jig—
They are there in all shapes and sizes,
Medium, little, and big.

There'd be some comfort in learning
If one could get through; instead
Of that, there are books awaiting,
Quite enough to craze my head;
There's the multiplication table,
And grammar, and—oh, dear me!
There's no good place for stopping,
When one has begun, I see.

My teacher says, little by little
To the mountain top we climb.
It isn't all done in a minute,
But only a step at a time;
She says that all the scholars,
All the wise and learned men,
Had each to begin as I do;
If that's so—where's my pen?

—SELECTED.

OUR TIMES.

IMPORTANT EVENTS, DISCOVERIES, ETC.

NEWS SUMMARY.

May 13.—Iowa prohibitionists in conference.—The pension bill considered in congress.

May 14.—Agricultural exhibition opened in Vienna.—A party start from Tacoma to explore Alaska.—British favor our silver bill.—Riots of striking workmen in Germany and Austria.

May 15.—Presbyterian General Assembly at Saratoga.—Tariff debate continued in congress.—Debate in the British parliament on the license bill.—Twenty-seven lives lost in a mine near Wilkes-Barre.—Gilbert and Sullivan dissolve partnership.

May 16.—In the French senate, French fishing rights in New foundland discussed.—A report that Stanley will marry.—Thirty-six children drowned by the capsizing of a ferryboat near Ratibor, Silesia.

MAY 18.—Fatal explosion and fire in Havana.—Jews' shops robbed in Algiers.—The sinking of the British ship *Decca* in the Red sea reported.

MAY 19.—A new Japanese cabinet formed. Commercial cable stock sold to a London syndicate.

STATES MUST NOT RESTRICT COMMERCE.

The United States supreme court has decided that no state has power to restrict the importation of intoxicating liquor, or its sale after importation in the "original packages." In a similar case many years ago, in which the defendant had been fined for selling in New Hampshire, without license, a barrel of gin which he had imported from Massachusetts, the court held that the state had the right to make such restriction; but it is now maintained that one of the chief uses of the national constitution is to prevent the states from restricting inter-state commerce. If the state could stop the bringing in of intoxicating liquor in the "original packages," the question is, might it not put a duty on other goods? The state may prevent the importation of articles like nitro-glycerine, or infected goods, which are not properly the subjects of inter-state commerce at all, but it cannot prevent the importation of liquor unless empowered to do so by congress.

What are states forbidden to do? (See Article I, Section X., United States constitution.) What powers does the federal government reserve? (See Article I, Section VIII., United States constitution.) What is meant by "original packages"? (Any barrel, box, bottle, or other receptacle in which an article is brought from the brewery, factory, etc. The aim of the decision is to prevent any interference with commerce between the states. If packages might be broken open, what would there be to prevent the searching of a person's trunk when taken across a state line? When a package of liquor is broken open, the state can forbid the sale of its contents at retail, but not as a package. The matter is a very important one, and likely to cause a great deal of discussion.)

GERMAN ENTERPRISE.

The German government has made a contract with the East African steamship company that provides for the furnishing, on one side, of regular and comparatively frequent service between the North sea and the east coast of Africa, and on the other for an annual subsidy of some \$200,000. It has been said that Germany has colonists, but no colonies. This is one act in accordance with Bismarck's plan of supplying a place for the country's superfluous population. In Africa the result has been a rivalry between Germany and Great Britain, in which Germany has thus far been the more successful, largely by reason of the direct intervention of the government. Great Britain, however, no longer has need of outlets for her colonists. The way is well traveled from the British islands to British possessions all over the world. Germany's course is more strictly colonization than Great Britain's. She has more necessity of finding new outlets for her people than of securing new markets.

Field Marshall Moltke appeared in the reichstag and spoke in favor of the military bill, increasing the army. Why do European nations keep large armies? Who support these armies? In what war did Moltke take a very prominent part?

LATIN NATIONS AND THE UNITED STATES.

The six months' session of the Pan-American congress resulted in the formation of a friendly feeling between the Latin nations and the United States. One of the most important things done was the recommendation that a treaty be adopted providing for the settlement of disputes between two or more powers, in regard to the etiquette of diplomacy, territorial jurisdiction, boundary lines, navigation rights, and the enforcement and construction of treaties, by arbitrators. A limit of twenty years for the treaty was favored, and after that time, it is to hold good until one year after the notice of desire to withdraw has been given by some nation in the league. It will continue in force, however, for nations not giving such notice. The conference also favored reciprocity treaties for the benefit of trade. The adoption of an international dollar was discussed, and the subject will be further considered by a conference of experts. The proposal to build a continental railway from North to South America met with much

favor, and will probably be begun soon. Why call them "Latin nations?" What benefits will come from an international dollar? State the results of building a continental railway.

FISH CULTURE.

Great interest was taken in the annual meeting of the American Fisheries Society at Put-in-Bay, Ohio, by all who use the rod and reel, or the seine. This place was chosen for the meeting because the largest fresh water hatchery in the world is there. The reports showed that wherever trout had been placed by the society these fish had been numerous. Shad fishery in the Hudson has been improved and salmon also have been put in streams where they have never been found before. Five million trout will be placed during the coming winter in the streams of the Northwest. The proposal to put a tariff on Canadian fish during the season when it is illegal to fish in the United States was strongly opposed. What can you say of the trout? Of the salmon? How are shad captured? Give reasons for encouraging fish culture.

MCCALLA'S SUSPENSION.—Commander McCalla was suspended from the U. S. ship *Enterprise* for three years on his conviction by the court martial of five charges of misconduct. During that time he cannot wear his sword, quit the country, or visit the navy department. The hardest thing about the suspension is that McCalla will have to retain his present number (57) on the list of commanders. There is only one of his old classmates at Annapolis now ahead of him, but if it is three years before he returns to duty, he will probably see all the members of his class ranking ahead of him.

AFRICAN DWARFS.—It has been discovered that in the forests of the German colony of Cameroon live a tribe of dwarfs, hitherto unknown, who lead nomad lives wandering all over the forests, through which they make their way with rapidity and skill. They call themselves the Bodjaeli, and are hunters of the elephant, which they kill with lances. Around them live tribes of ordinary stature.

NATURAL GAS.—This was struck at Pulaski, N. Y. Six hundred feet of iron pipe was blown out of the well, and the derrick and machinery were destroyed. The noise of the escaping gas woke up the villagers at midnight. Salt water was spurted out of the well to a great height. How is this gas used?

TROUBLE IN MEXICO.—Trouble occurred in the state of Coahuila. It grew out of a difficulty between President Diaz and Governor Galau. Troops were sent them to quiet it. What sort of government has Mexico? How many states are there?

STRUCK AN ICEBERG.—The Allen line steamer *Parisian*, lately arrived at Quebec from Liverpool. During a fog, while off the banks of Newfoundland, the steamer was going cautiously at the rate of six miles an hour, when she ran on to a portion of an iceberg. The damage was slight. Up to the middle of May navigators found so much ice that it was dangerous to take the northern and shorter route across the Atlantic. Where does this ice come from?

CUBAN AFFAIRS.—Captain-General Chinchilla has resigned on account of disagreement with the prominent faction in Cuba. What country governs Cuba? How did it get control of the island?

THE U. S. NAVY.—The target practice of the new cruiser *Baltimore* was very satisfactory. Visitors to the old *Constitution* have noticed the words of the dying Lawrence, "Don't give up the ship!" engraved on the edge of the deck just over the heads of the wheelmen. This has brought up the question why the custom of giving mottoes to vessels has been discontinued. The custom still exists in the British and French navies. Tell about the *Constitution*. (See JOURNAL of May 8.)

REBELLION IN BRAZIL.—A rebellion in the province of Rio Grande do Sul against the government was put down by the police and the portion of the army that remained loyal. The governor resigned. The rebellion was caused by the new banking laws instituted by the minister of finance. What great political event occurred in Brazil some months ago?

PLOT AGAINST FERDINAND.—Ten Bulgarian officers, four civilians, and a Russian officer were arrested for attempting to overthrow the government. The plotters intended to arrest Prince Ferdinand on the night of January 12, but the plot was foiled, and subsequent developments led to their arrest. What is a plot against a government called?

THE MOST POPULAR THROUGH TRAIN IN THE WORLD.—The most popular through passenger train in the world is the No. 5 on the New York Central and Hudson River Railroad. It leaves New York for the West at 6.00 P.M., daily, and consists of from twelve to sixteen magnificent Wagner Vestibule Sleeping-Cars, in addition to day coaches, dining, baggage, mail, and express car.

OF SPECIAL INTEREST TO PUPILS.

AN INVENTOR HONORED.—A statue of Seth Boyden was unveiled in Newark, N. J. He was a native of Foxborough, Mass., and showed much mechanical genius before he came to Newark, making among other things a microscope of great power. He began his career in Newark at the age of twenty-seven. The first daguerreotype ever made in this country was produced by him, upon information derived from a hastily-written newspaper article. He invented malleable iron, and acquired the French secret of making patent leather. He next studied the locomotive and made the improvements that have brought it to its point of modern perfection. Two that he built in 1837 for the old Morris road were the first built in New Jersey.

THE UPPER CONGO BASIN.—In a recent letter Mr. Stanley says there is room in the 330,000 square miles of this territory for the seven million negroes of the United States without disturbing a single tribe of the aborigines now inhabiting it. To those negroes in the South accustomed to Arkansas, Mississippi, and Louisiana, it would be a reminder of their own plantations, without the swamps and the depressing influence of cypress forests. Anything and everything might be grown in it, from the oranges, guavas, sugar cane, and cotton of sub-tropical lands, to the wheat of California and rice of South Carolina. Mr. Stanley warmly endorses the idea of negro emigration to Africa.

THE PHONOGRAPH IN BUSINESS.—If one calls now-a-days upon a business man, he may be told he is in his phonograph closet, and to "step right in." Entering the mysterious "closet," the man is found in a little enclosure, with just sufficient room to hold a table and a chair. "You find me busy with my phonograph," he will probably say. "No, I'm not talking. I'm simply grinding a cylinder down smooth so that it will receive better. Then I'm going to talk some statistics into it, and hand it over to my type-writer, who is busy now. She will be able to take the statistics any time she gets a chance. There's no particular hurry about it, and so I am using up some of my own spare time. Do I find my phonograph to be of practical use? Oh, yes. That is, it is most of the time, when it is in order." Many offices have a telephone closet as well as a phonograph closet.

EGGS BOILED BY ELECTRICITY.—In Cincinnati recently electricity was used for heating water to boil eggs. It required six amperes (quantity of electricity) and ninety-six volts (pressure or force) to accomplish the operation with about two quarts of water in a huge tin cup, the electrical current being connected through the handle of the cup.

NOVEL USES FOR PAPER.—When strong fiber is used paper can be made into a substance so hard that it can scarcely be scratched. Railroad carwheels are made of it more durable than iron. A store in Atlanta, Ga., has been built entirely of paper. The Breslau fireproof chimney has demonstrated that cooking and heating stoves, bathtubs and pots, when annealed by a process that renders it fireproof, become more lasting than iron, and will not burn out. Black walnut picture frames are made of paper, and so colored that no one can tell them from the original wood. A paper piano was lately exhibited in Paris. The entire case is made of compressed paper, to which is given a hard surface, a cream-white brilliant polish. The legs and sides are ornamented with arabesque and floral designs.

CONTRADICTIONS IN AUSTRALIA.—In spite of contrary reports all Australian birds are not songless. All trees are not without shade, nor all flowers without perfume. The sun when in the meridian reflects its shadows to the south. The south wind brings cold; the north, heat. In July the winter cold reaches its maximum; September is the joyous spring month; Easter occurs in the middle of Autumn; and Christmas may be reckoned as midsummer. From the gum-trees the bark peels, and on their branches the leaves are horizontal instead of vertical. There is a native cherry where the stone is found outside the fruit. The cuckoo calls his cry by night, and the hoot of the owl is heard by day; there are huge lizards several feet in length, and great hairy spiders, an animal that is part fowl and part beaver, and a bird that is apparently clothed with long hair and is wingless.

KILIMA NJARO.—This mountain consists of two summits, the Kibo and the Kimawenzi, connected by a saddle studded with hills of lava. The summit of Kibo is covered with snow and there is a glacier at its base. The ice which runs round the crater slopes gradually up towards the south, where it is pierced by three peaks. It is impossible for the eye to decide which of these three is the highest, and therefore Dr. Meyer on his recent visit, ascended all three, and found that the middle one was 50 to 65 feet higher than the others. This, the highest point in German territory, being somewhere about 19,650 feet above the sea-level, he named "Kaiser Wilhelm Spitze." Dr. Meyer also made several expeditions up Mawenzi or Kimawenzi. It is evident that a much longer period has elapsed since this crater became extinct, for the whole mountain is riven, eroded, and degraded in a marvelous manner. It is a mass of turrets, pinnacles, pyramids, and battlements, intermingled with heaps of detritus.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

LET US HAVE SOME DEFINITIONS.

"The public schools of this country are secular schools." What are we to understand by the term secular schools? If a boy is caught in a lie, is the teacher justified in saying "This is a secular school. It is for the church and the family to teach this boy that truth is better than falsehood. His lessons are well learned, and that is all I am accountable for." Another boy is profane upon the play-ground, but "thou shalt not swear" is a doctrine of the church, and the school is secular,—so, as far as the teacher is concerned, the boy goes unrebuked for his profanity. Will some one define the word secular, as used in this connection.

Then there is the word religion, what do we mean by that? Cannot religion exist outside the creed of a church? Have the Methodists one religion, and the Presbyterians another, and the Roman Catholics still another? When the Roman Catholics say that their children must receive religious instruction, they mean instruction in the creed and dogmas of the Roman Catholic church. That is their idea of religion; nothing less than that will satisfy them, and they are consistent enough to say so. Now, what do we, who are not of that particular church, mean by the term religion? Will some one define it for us? A layman's definition preferred.

Again, what constitutes a good citizen? "The schools are maintained simply to protect the state against the evils of illiteracy. Its citizens should know how to read and write." Have we come to this? Is that basis sufficient for American citizenship? If that is so, then as long as a man can read and write, he may be a cheat and a liar, profane and licentious, and yet be accounted a good citizen.

The truth of the whole matter is, that we have yielded point after point, in the interests of harmony and good will, until we have no ground upon which to stand in our contest for the common schools.

Now it is time for us to take counsel of our consciences, instead of our fears, and to inaugurate a claim for the maintenance of the schools upon grounds which will at least command the respect of our adversaries. In order that we may do this with reasonable prospect of success we need to clear away the doubts which hang about our present position. Let us have such plain, pointed, clear cut definitions that no man of ordinary intelligence can misunderstand them. We are skirmishing with the enemy for position; a mistake now, will be fatal to our cause. The last ditch is a poor place from which to wage a winning fight. We must find a position which we can hold, and then—if necessary—seize the fight to our children: the most worthy contest which ever engaged the energies of brave men,—a contest for the cause of popular education.

HENRY SABIN.

A TEACHER IN HAWAII.

I wonder if the readers of THE SCHOOL JOURNAL would like to read a letter from a teacher in Hawaii. Our school system would be hard to beat. We have an efficient board of education located in Honolulu; an inspector-general, Prof. A. T. Atkinson, who visits each school in the kingdom semi-annually; and a host of good teachers. Our school is composed of Portuguese, Hawaiians, Japanese, Norwegians, and half-castes of these, and other nationalities. Although these children come from the lower, laboring classes, some of them are bright and smart. When the children come to us they know nothing of the English language; so we have to begin by teaching them the *oma*. It is much harder to teach these children than those who understand what is said to them.

The Hawaiians are an easy-going, hospitable race. The men, outside of Honolulu, are employed as bullock drivers, plowmen, etc., on the sugar plantations. In Honolulu, they work at trades and around the docks. The food of the Hawaiians consists of "poi" which is made from a plant of the Arum family; thenative name is "Taro." This vegetable, in substance, resembles a potato. The natives cook it and then pound it with a round stone, adding water meanwhile, until it becomes the proper consistency, which is about like paste; in fact, it resembles it very much, but is a trifle darker. They then put it in a calabash holding about a gallon; from this the entire family eat, sitting on the floor with the calabash in their midst. They dip their fingers into the calabash, give a swirl and bring it to the mouth; they do this very skillfully. As a relish, they eat onions, raw fish, red peppers, or kukui nuts. This "poi" is a very nutritious food; foreigners eat it and like it. You see, having such food as this necessitates very little house-work for the women, as the men pound the "poi." This food improves day by day, getting sourer, a quality which they like. Think of the whole family, and an army of friends, eating as much as they desire one day, and the next morning finding the calabash still full; for such is the case, as it ferments over night.

The national dress of the Hawaiian women is the "Ho"

oku" (Mother Hubbard) and it is universally worn by them. It is made of cotton, silk, or velvet. The foreign dressmakers have improved on the original, so that now they make them quite artistic. The effect is quite startling when one sees them on the street for the first time.

As for natural attractions of Hawaii, we have the finest climate in the world, the temperature being from sixty-five to eighty degrees the year round. We have the largest active volcano in the world, and the largest extinct volcano is also here. From the burning and boiling crater of Kilauea one sees snow-capped Mauna Kea, (White mountain) and it is a beautiful sight, with the sun shining on it.

MRS. R. M. OVEREND.

THE TEACHERS' BILL.

THE SCHOOL JOURNAL'S proposition for an educational bill to be pushed by the teachers is worthy of attention in the land. Why not frame a suitable bill, also a form of petition for circulation among teachers asking for the passage of the bill by Congress? But in preparing this bill, let's have it a little in advance of the one that has just been defeated. THE SCHOOL JOURNAL is on the side of progress. Let us give the negro a liberal, practical education.

J. T. TOWNLEY.

Idaho, (Council Valley.)

ARITHMETIC.—1. Tell me about Colburn's arithmetic; also Grube's. 2. What paper deals with the kindergarten?

E. C. HURFUT.

1. Warren Colburn's mental arithmetic is a most admirable treatise. It is really a remarkable book. Address Houghton, Mifflin & Co. for a copy. This book is founded on Pestalozzi. Grube's is a later development of the same ideas. Address E. L. Kellogg & Co., New York, for a copy, price; \$1.00. Both of these volumes should be in the hands of the professional teacher. 2. The Kindergarten, published in Chicago, is an admirable magazine.

THE CITIES OF NEW YORK STATE.—Will you please inform me through your paper how many cities there are in New York? I have several geographies that I consider first class, but none of them furnish this information.

H.

There are thirty-two cities as follows: Albany, Amsterdam, Auburn, Binghamton, Brooklyn, Buffalo, Cohoes, Corning, Dunkirk, Elmira, Gloversville, Hornellsville, Hudson, Ithaca, Jamestown, Kingston, Lockport, Long Island City, Middletown, Newburgh, New York, Ogdensburg, Oswego, Poughkeepsie, Rochester, Rome, Schenectady, Syracuse, Troy, Utica, Watertown, Yonkers. The last cities chartered were Gloversville and Corning.

THE MOLE.—Some of my pupils brought in a mole. It is said the mole has no eyes, or cannot see. Will you say if this is so? I have no books by me, to turn to for information.

R. G.

The eyes of the mole are very small, and so covered and protected by hair as to be uninjured while the creature is burrowing. Nature says that in spite of its minute dimensions the eye of this little creature possesses all the necessary structures for seeing that the most highly developed eye does. When under ground the mole most probably makes no use of its eyes at all, but when it comes to the surface, and especially when swimming, it uses its eyes. In order to accomplish this, it has to erect the hairs which surround and cover its eyes.

PENSIONS TO GERMAN TEACHERS.—Are there pensions allowed German teachers? Is it at all likely that in this state pensions will be granted to teachers after twenty-five years of labor?

R. G. L.

In Germany, after ten years' service, each teacher is entitled to a pension equal to one-quarter of his salary at that time, should he be obliged to stop teaching. To this one-eighteenth is added for each year's service thereafter. Thus, if he should teach thirty years and then stop, twenty-eightieths are added to the one-fourth—that is, he will get one-half the salary as a pension. Should his salary be \$300, he can retire on an annual income of \$400.

CONSULT A DICTIONARY.—1. What is zircon? 2. What is gangue? I find these words in a county paper describing the mineral wealth of North Carolina.

S.

These terms are defined in any good unabridged dictionary. If you have one within reach use it frequently. One noted orator was helped to attain his wonderful mastery of language by studying the dictionary thoroughly, reading a certain portion of it regularly. Cultivate the habit of investigation, and don't lean on some one else to answer your inquiries when you can dig the answers out yourself.

CHewing GUM.—What is the composition of chewing gum? Of what use or injury is it to the user?

W. W. N.

One kind is made from the resinous substance obtained from the spruce tree. It is flavored and sweetened in various ways. Occasional indulgence in gum chewing may not be harmful. It is our opinion that the constant use of gum is harmful because it exhausts the supply of saliva, and thus interferes with digestion. We should discourage its use, for appearance's sake.

EDUCATIONAL NOTES.

EDUCATIONAL ASSOCIATIONS AND SUMMER SCHOOLS.

Alabama, State Ass'n, Montgomery, June 24-6.
American Institute of Instruction, Saratoga, July 7-10.
Arkansas, State, Mt. Nebo, July 8.
Illinois, Southern, Carme, Aug. 26-28.
Kentucky, State, Hopkinsville, July 1-3.
Kentucky, State, Frankfort, June 25-7.
Louisiana, State, Shreveport, July 2-3.
Maryland, State, Bay Ridge, July 8-10.
Missouri, State, Sweet Springs, June 27-8.
Missouri, State, Bonne Terre, July 15.
National Association, St. Paul, July 8-11.
New York, State, Saratoga, July 7-9.
Ohio, State, Lakeside, July 1-3.
Pennsylvania, State, Mauch Chunk, July 8-10.
Southern Educational Association, Morehead City, N. C., July 5.
Tennessee, State, Memphis, July 1-3.
Texas, State, Galveston, June 24-6.
West Virginia, State, Moundsville, July 1-3.

SUMMER SCHOOLS.

Peabody Normal Institute, Florence, Alabama, May 26—June 20.
Arkansas Summer School, Mt. Nebo, July 8—Aug. 15.
Interstate Summer School, Edinboro', Pa., June 30—July 11.
Columbus, Ohio, July 14—July 25. Pottsville, Pa., July 21—Aug. 1. Asheville, N. C., July 28—Aug. 8. Jefferson, Ohio, Aug. 1-15. Grand Rapids, Mich., Aug. 18-29. Detroit, Mich., Aug. 18-29.
Harvard University Summer Courses, July and August.
School of Expression, Newport, July 5.
Chautauqua College and Schools, July 5—Aug. 15.
Amherst Summer School, Amherst, Mass., July 7—Aug. 8.
National Summer School of Elocution and Oratory, Grimsby Park, Ontario, July 7—Aug. 15.
Boston Summer School of Oratory, July 8.
Duluth Summer School of Languages, July 8—Aug. 16.
Sauveur Summer School of Languages, Burlington, Vt., July 9—Aug. 19.
Martha's Vineyard Summer Institute, July 14.
Bay View, Michigan, Assembly and Summer University, July 16—Aug. 13.
Glens Falls, New York, Summer School and National School of Methods, July 29—Aug. 16.
Nova Scotia School of Science, Parrville, July 21—Aug. 2.

THOMAS J. GRAY.

We are surprised to learn of the resignation of President Thomas J. Gray, as president of the St. Cloud, Minn., state normal school. His connection with this school covers a term of eighteen years of continuous service,—four years as a teacher of language and mathematics,—eight years as science teacher, and state institute conductor, and six years as president of the school. In all of these capacities he has been successful. The entire life of the St. Cloud school is a part of Mr. Gray's personal history, he being acquainted with every alumnus of the school, and with every student in attendance since 1870. Under his management the St. Cloud school has grown, especially in the higher classes. Mr. Gray has a philosophical, scholarly, and cultured mind, thoroughly disciplined by patient study and a long and successful school-room experience. His future success is assured, either as a city superintendent or professor of pedagogics in a college or university. It is certain that he will not long be without a place of usefulness in which to labor. Our best wishes follow him in his future work.

THE fourteenth annual meeting of the Fairfield county teachers' association was held at Bridgeport, Connecticut, May 2 and 3. Many excellent papers were read, and important subjects discussed. An interesting feature of the meeting was an educational exhibit, consisting of specimens of penmanship, drawing, kindergarten, and manual training work.

THE first conference of educators of colored youth met at Washington, D. C., March 25-27. Representative instructors from different parts of the country were there. The educational progress of the past twenty-five years was reviewed, and, work was planned for the future. Excellent papers on different educational subjects were read. Judge Tourgee addressed the conference on "National Aid to Education," and Hon. W. T. Harris spoke in favor of the higher education of the negro. The next meeting will be held at Atlanta January 1, 1891.

FOR the first time in the history of our dealings with the Indians a consistent, comprehensive scheme for the education of their rising generation has been laid before congress and the country, with a full estimate of its cost. The sum asked for is \$800,000 more than last year. The desire for education among the Indians is

increasing and should be fostered. Every cent of the above amount is needed, and more. The scheme proposed meets the approval of all classes of citizens, and it only remains for congress to make the necessary appropriations to carry it into successful operation.

THE biggest things are the most valued by a certain class of our people. Chicago is to have a tower 1,600 feet high, and up this immense structure people are expected to go without an elevator. The cars are to run to the top; even carriages are to be driven to the very apex. Here is to be a hotel ten stories high, with restaurants. The age of wonders has not passed; in fact it is not quite certain that the Tower of Babel will not yet be built, and all the nations of the earth find a home, at least a little bit of a home, within its enclosure.

We have inspected a gold medal valued at over \$6,000 that Mr. Joseph Francis has just received from the government of the United States, in recognition of his services to mankind in the invention of the life-boat, the life-car, and other life-saving appliances. In 1851 the Emperor Napoleon knighted him, and presented to him a gold snuff box, with the imperial initials and a crown in blue enamel set with eighty-six diamonds. The Czar of Russia rewarded him with the ribbon of the Knights of St. Stanislaus, the sovereigns of Prussia, Holland, and England bestowed honors and presents, and now at last the United States has given her official approbation.

A GOOD deal of fun has been poked at women teachers, because so many of them are spinsters. "Why is it that so many school teachers are old maids?" was asked of one on Long Island. "Why, you see," she replied, "I get sixty dollars a month, and there isn't a man here gets more than fifty dollars."

WILLIAM EDWARD BURKHART DUBOIS, the colored student who won the Boylston prize for speaking at Harvard recently is twenty-two years of age, and a native of Great Barrington, Mass. He graduated from the public school at Great Barrington, and then went to Fisk University, where he graduated in 1888. He will graduate this year at Harvard. Ever since he entered college his examinations have been rated as "A," or from ninety to one hundred per cent. He intends to take a post graduate course for the degree of Ph.D.

THE schools of Elmira celebrated Arbor day with appropriate exercises. At school No. 2 a number of trees were dedicated to well-known authors and public men and interesting letters were read from Geo. Bancroft, ex-President Hayes, ex-President Cleveland, J. R. Lowell, Mark Twain, Supt. Draper, O. W. Holmes, and many other celebrities.

THE National League for the Protection of American Institutions has been incorporated in New York state. Its chief object is to effect the complete separation of church and state in the management of schools. It will seek to have the United States constitution so amended as to prevent any appropriation of public money, to denominational schools.

A CHANGE has been "apparent" in the feeling of the teachers of this city toward THE SCHOOL JOURNAL. Heretofore the teachers have had to be urged to subscribe to it, but during the year a large number of them have subscribed unsolicited. We feel greatly encouraged; the evident change is coming, and for the better. We intend the reading of THE JOURNAL shall lift the teacher to a higher and a more enjoyable success.

THE "fetich" of manual training seems to spread among the women. Miss Nellie Patterson, of Mount Carmel, Ct., has just finished a four years' apprenticeship, and is now earning her living as a machinist. She had to make her way in life, so she learned the work for which she had a natural bent. She is pronounced as clever and efficient as any workman in the shop where she is employed. Her success has been accomplished without any sacrifice of womanliness.

FOR the National Educational Association at St. Paul, Minnesota, July 4 to 11, 1890, the railroads have agreed to sell tickets to St. Paul and return for one lowest, first-class, single rate for round trip, plus \$2, membership fee. Open to all persons. There will be ample hotel accommodations at reasonable rates. Local excursions are being planned to the Lake region, Yellowstone Park, Canadian National Park, and all important points of interest in the Northwest and on the Pacific coast. For particulars about rates, routes, entertainment, and programs, address S. Sherin, Hotel Ryan, St. Paul, Minn.

GEO. W. CURTIS, Supt. Santa Rosa county, Fla., pays for the *Florida School Journal* out of his own pocket. Does he do well? The Alabama *Educational Exchange* thinks not, and we agree. A teacher who is too poor can get time on his subscription; if uninterested, he won't read the paper if it is given to him. Supt. Curtis had better get those teachers together and instruct them.

In answer to our recent questions regarding the status of teachers in different states Supt. H. R. Corbett, of Aurora, Nebraska, says that life diplomas are granted in that state. They are called "professional certificates," and are of the same value as normal school diplomas. Three kinds of limited certificates are given—first grade, two years; second grade, one year; third grade, six months. No teacher can hold a third grade certificate more than twice. The county training schools are in session two weeks, annually. The life diploma teachers number about thirty.

THE spelling reformers have been quiet for some time, but they have been at work nevertheless. Our alphabet of twenty-six letters is to be used with an amended spelling, by all who hope for ultimate success as to words.

It is proposed to begin the reform on these eleven words immediately: *Ar, catalog, definit, gard, giv, hav, in-finit, liv, tho, thru, wisht.*

The English Spelling Reform Association recommend the following rules:

Omit *a* from the diagraph *ea* when pronounced as *e* short, as in *head, health*, etc.

Omit final silent *e* after a short vowel, as in *have, give*, etc.

Write *f* for *ph* in such words as *alphabet, phantom*, etc.

When a word ends with a double letter omit the last, as in *shall, cliff, egg*, etc.

Change *ed* final to *t* where it has the sound of *t*, as in *lashed, impressed*, etc.

We have a neat invitation to the seventh annual convention of the Oswego high school. The graduating class consists of four members—one young man and three young women. Should this be so? Is our high school right, and are the young men wrong in not wanting its diploma? Or is it the reverse?

CHARLES M. STEVENS, a graduate of the State normal school, St. Cloud, Minn., is principal of the Emerson institute at Mobile, Ala.

HON. LEROY D. BROWN, formerly state supt. of public instruction, of Ohio, lately chancellor of the University of Nevada, but now principal of the Los Angeles high school, and Supt. Will S. Monroe, of the Pasadena schools, are among the instructors of the Southern California summer school which will be held at Santa Monica, July 14 to August 22.

THE Washington (Ind.) teachers meet monthly. To show what they do when they meet we give the program for the next meeting: "Discipline in General," W. S. Davis; "Will, Liberty, and Habit," Miss Omie Feagans; "The Higher Sentiments," Mrs. Emma Goshorn; "Order Carnivora," Mary Clements; "Order Quadrumania," Hattie Duncan.

BOTH branches of the Iowa legislature have decided to allow the prohibitory statute to stand, at least for the present. The result shows that the force of public sentiment in the state is in favor of prohibition. There is likelihood that the next legislature will submit a prohibitory amendment to the vote of the people.

ANOTHER plan has been devised by Baron de Hirsch to aid the Russian and Roumanian Jews, the offer to spend millions of dollars in their education having been refused by the Russian government. He proposes now to assist them to emigrate to America, and to send for this purpose several thousand dollars monthly to an American committee consisting of M. S. Isaacs, Jesse Seligman, Oscar S. Straus, and others. In addition to assisting them to securing farms and implements, the work will consist of the manual training of children, the education of adults in the English language and in a trade or occupation. Their ways and modes of living are much different from ours, but we have no doubt that in time they will become good American citizens.

THE South Side Teachers' Association will meet at the school building, Islip, L. I., Saturday, May 24, at 10:15 A. M.

THE following is an outline program of the Southern Educational Association and Exposition, to be held at Morehead City, N. C., July 1-5, 1890. "How to Improve Our Rural Schools," by State Supt. W. E. Thompson, of Arkansas; Address by Rev. J. L. M. Curry, LL.D., Richmond, Virginia; "Relation of High School to Public Instruction," by Prof. R. H. Parham, Little Rock, Arkansas; "Training of Teachers," State Supt. M. A. Newell, Maryland; "Compulsory Education—Is it Practical? Is it Expedient?" State Supt. Frank M. Smith, Nashville, Tennessee; "Local Taxation," Prof. Josiah H. Shinn, Little Rock, Arkansas; "Practical Education of Women," by Miss Sallie B. Hamner, Prin. Female college, Richmond, Virginia; "What the South is Doing for Public Education," State Supt. S. M. Finger, Raleigh, North Carolina; Report of the Committee on Southern Educational Journals.

"The School-book Problem—Uniformity of Text-books—Historical Errors—School-book Trusts," by Pres. Henry E. Shepherd, University of South Carolina.

WE have the catalogue of the "First School Fair," held in New London, Ohio, May 15 and 16. It covers fourteen pages, and 475 articles are noted as made and exhibited by the pupils. Henry Arnold begins with a tack hammar; others follow with doughnuts, cookies, albums, bootjacks, etc. We congratulate Supt. Bag-nall.

THE Texas State Association will meet at Galveston, June 24-27, 1890. An educational exhibit to comprise specimens of drawings and paintings, examination papers, kindergarten work, manual training work, etc., will be held in connection with the association.

THE Southwestern Kansas Teachers' Association held its third semi-annual meeting at Syracuse, April 17, 18, and 19. Several teachers drove from fifty to sixty miles to attend. Editor John MacDonald, of the *Western School Journal*, was a great help to the Association.

THE Association of Graduates of State Normal Schools, which was organized last February, has held regular meetings at No. 9 University Place, on the first Saturday of each month. Instead of the regular June meeting an informal dinner will be given at Clarks', 23rd street, June 14, 6 P. M. All normal graduates are invited to be present.

THE annual teachers' institute, of Westchester county, New York, is always an important affair; it is always successful. It met at Mount Vernon this year. President Milne, of Oneonta normal school, Prof. John Kennedy and Prof. Cook, of New Brunswick, N. J., assisted Prof. Stout. The county association (Prof. Dunbar, of Peekskill, president) assisted in the good work. The county association is a most admirable one. Commissioners Sanford and Lockwood are to be congratulated on the results.

THE following is a list of the county teachers' associations of Massachusetts:

Hampden County,	Springfield,	May 23.
Barnstable	Bourne,	" 24.
Worcester	Leominster	" 24.
Berkshire	Pittsfield,	June 6.

THE nomination of officers of the Mutual Improvement Association, of the grammar school teachers of this city, will be held May 26. Other important matters will be transacted.

S. R. WATKINS, Rec. Sec'y.

PENNSYLVANIA'S SUPERINTENDENTS.

These notes came in too late to be used last week:

ARMSTRONG.—Martin Bowser, re-elected. "A hard and untiring worker."

CRAWFORD.—George I. Wright, elected; has been principal of Meadville high schools. He will make "a good record."

CAMBERIA.—J. W. Leach, re-elected. "A progressive man; has raised the qualifications for teaching considerably."

CLARION.—C. F. McNUTT, re-elected. "Schools and teachers are progressing."

CLEARFIELD.—B. C. Youngman. "A bright thinker and good teacher."

CAMERON.—Ella Herrick. "This lady has the proud distinction of being the second lady superintendent of Pennsylvania, and the only one at the present time."

ELK.—C. J. Swift, re-elected. "The work of the office of the superintendent has been skilfully conducted."

LANCASTER.—M. J. Brecht. "Superintendent of county since 1883; has sterling qualities and a strong personality."

LUXEMBOURG.—T. B. Harrison. "Has been superintendent in Wilkes-Barre. Outlook is bright."

MIFFLIN.—J. A. Myers. "Has organized directors' convention, local institutes, established school libraries, and increased educational interest among the teachers."

PIKE.—John A. Kipp, re-elected. "This is his fifth term. He means that his schools shall be in the very front."

VENANGO.—Geo. B. Lord, re-elected. Salary, \$1,800. This is his third term. He is an able man.

WAYNE.—J. H. Kennedy. "Re-elected for third term. Salary \$1,300."

WARREN.—H. M. Putnam. "In filling out one year of his predecessor's term he has shown himself to be very efficient."

NEW YORK CITY.

A LARGE meeting of teachers representing all classes of school work in this metropolis, met at Columbia College for the purpose of forming a Metropolitan Educational Association. President Gates, of Rutgers, presided, and many representative educators took part in the discussion. It was unanimously resolved to proceed towards effecting a permanent organization. A committee for this purpose was appointed, which will report, early in October next, the plans and purposes of the new club. Such an association as this has long been needed, and it now looks as though it would be organized under such auspices as will insure its future permanence and prosperity.

THE pupils of Columbia Institute in this city are noted for their fine military drill. Recently the cadets were drilled in the Seventh Regiment Armory. There was a review by Major-Gen. Howard and his staff, battalion and skirmish movements, saber and bayonet drill, manual of the Gatling gun, and a mimic attack by infantry on two Gatling guns, including skirmishing, flank attacks, firing of blank cartridges by the Gatlings, and carrying the "dead" off the field by attendants with stretchers. After the exercises there was a dress parade.

THERE will be a demonstration of the principles and methods of Froebel's system, given by the students of the kindergarten department of the New York College for the Training of Teachers, 9 University place, on Friday afternoon, May 23, at half past two. All interested will do well to be present.

THE teachers in New York City are forbidden to use corporal punishment on any pupil; it might be supposed by the remark on page 319 in the last JOURNAL, that principals could inflict such punishment, but it is not so.

FOREIGN NOTES.

PRUSSIA.—In Rhenish Prussia a teacher was for many a year deprived of a portion of his salary by misconstruction of law. He protested, but in vain; he was careful never to receipt in full or in blank. He sued the community and won the suit, but no salary was forthcoming. Finally, upon advice from the "Society for Protection of Right," he seized the fire engine of the town with judgment in hand, and wheeled it into his private yard. The machine was released forthwith by the payment of 900 marks back salary.

THE teachers of Germany contemplate an extended journey from Stettin to Copenhagen and Norway this summer. The trip is to last two weeks. If three hundred will take part, the trip will be extended to Bergen in Norway.

IRELAND.—Archbishop Walsh, of Dublin, at the annual congress of Irish teachers recently, said it was to be regretted that these meetings could not profitably be employed in discussing professional topics, instead of being made occasions for complaint concerning the social and professional position of the teachers, as this was not in harmony with the dignity of the profession. However, when placed below policemen and day-laborers, he could not blame the teachers for lifting their voices. It was a lamentable fact, that in our time we judge a profession by its remuneration; that, in fact, the social position of any one, nowadays, depends upon his income. Hence it was but natural for teachers to clamor for more pay.

FRANCE.—The weekly school holiday here is Thursday. Since the schools have been secularized, church people have arranged Thursday and Sunday schools, similar to our Sunday-schools, in which religion is taught exclusively.

AUSTRIA.—In Vienna a "Home" for female teachers and governesses, like the German teachers' home in London, is to be founded.

Scrofula and all humors are cured by Hood's Sarsaparilla, the great blood purifier.

BOOK DEPARTMENT.

NEW BOOKS.

PRACTICAL LESSONS IN GERMAN CONVERSATION. By A. L. Meissner, M.A., Ph.D., D.Lit. Boston: D. C. Heath & Co. 12mo, cloth, 248 pp.

This book is designed to be a companion to any German grammar, and may be used as soon as the student has a knowledge of the elementary rules of syntax, and some acquaintance with the verb. There are thirty-four lessons, and each lesson is divided into three parts; first, a series of practical questions, second, some sentences to be read or spoken by the teacher, and third, a connected narrative. It seems an excellent means of learning to speak German, and surely this is the principal aim in the study of any living language.

DANIELS' SHORT-HAND. The Outcome of Fifteen Years' Effort to Simplify the Art, that its Use May be Made as General as that of Long-Hand. St. Louis: Wm. W. Daniels, 1628 Pine street, 25 cents.

The above is the title the author gives to a folded sheet published by him, consisting of between thirty and forty pages. It gives the main points of his system of "Graphics." Part of it is devoted to unfolding and illustrating his system of short-hand and part to the discussion of the principles of alphabetic writing. If he accomplishes half of what he sets out to do he will indeed be a benefactor of the race.

THE HAMMER. A Story of the Maccabean Times. By Alfred J. Church, M.A., and Richard Seeley. With Illustrations by John Jellicoe. New York: G. P. Putnam's Sons, 27 West 23d street. 373 pp. \$1.25.

This story, which is not without a real interest, is based upon the First Book of the Maccabees, which was written within fifty years of the events which it records. The story is not without a plot, and tells how Judas and his brothers led the movement which rescued the Jewish faith from the peril of idolatry which threatened it at that time. The book abounds in mental pictures—well portrayed, and has all through, a peculiar interest as it teaches the condition of Judaism before the advent of our Lord. There are, also, a number of illustrations of a vivid and life-like character.

THE BEST ELIZABETHAN PLAYS. Edited by William Roscoe Thayer. Cloth. 12mo. 611 pp. \$1.40. Boston: Ginn & Co.

Shakespeare's light shines with such a brilliancy that it almost eclipses the lesser luminaries, and we sometimes forget that there were other great playwrights in the Elizabethan age. In this volume we have a representative play from each of the five dramatists who stand highest among Shakespeare's contemporaries. The selections are not those that the reader would make, perhaps, but the compiler has good reasons for his choice, as he shows in the preface. From Marlowe we have the "Jew of Malta," "The Alchemist," from Ben Jonson; Beaumont and Fletcher are represented by "Philaster;" Webster by "The Duchess of Malfi;" and Fletcher and Shakespeare contribute "The Two Noble Kinsmen." Most of us have not the time to read the many volumes of the Elizabethan drama, and if we had, we should be obliged to press our way through much that would be tedious and offensive. Although we might remember that the coarseness of language was merely a mannerism, it would distract our thoughts from the treasures we would meet. So, we are indebted to the compiler who selects, expurgates, and annotates for us. Mr. Thayer's work is faithfully done, and his book will be valuable to the student of English literature. The preface gives a scholarly study of the development of the English drama from Marlowe to Webster, as well as short biographical sketches of the authors. The notes are conveniently placed at the foot of the page, and the student has no excuse for omitting them, as he might if they were put at the back of the volume.

HINTS ON FRENCH SYNTAX. With Exercises. By F. Storr. 48 pp. 34 cents. Boston: D. C. Heath & Co.

In this little volume of "hints" the author has done much toward simplifying the study of French syntax. As few rules as possible are given, for grammar is rightly considered as a means, and not as an end. The two most difficult things to be encountered in French grammar—the participle and the subjunctive, are clearly explained. Fourteen pages are devoted to exercises, and the selections are made from standard authors. The original sentences are such as one would use in ordinary conversation. The interleaved form seems to be a good idea, for the student can add examples of his own, or those gathered in reading.

BASE BALL: How to Become a Player. By John Montgomery Ward. 158 pp. 25 cents. Philadelphia: The Penn. Publishing Co.

This little book is not only for the novice, but for the professional player. It has the merit of being written by an expert in the game, and in a lively, attractive style. It is scientific without being technical, and complete without being tedious. One has confidence in the opinions expressed also, for the author probably knows as much about the game as any person living. The public owes a debt of gratitude to certain base ball managers for rescuing this game from the depths to which so many attractive sports have fallen; and another is due Mr. Ward, for this book explaining the game so tersely and clearly that all may understand it. Some may object to the "professional" feature of base ball. Were it not for

this, however, thousands of youth would lack the stimulus to engage in this game, which requires skill, strength, agility, judgment, courage, and honesty, and therefore plays a prominent part in educating both mind and body.

THE RAJAH'S HEIR. 454 pp. 50 cents. Philadelphia: J. B. Lippincott Co.

A quiet enough English story at the beginning. The hero is Tom Gregory, a good-looking young fellow, who is trying to settle upon a profession, when the arrival of a mysterious letter changes the course of his existence. Presently the scene is shifted to India, and in the Rajah of Gumlicund we recognize Tom Gregory. He is a sort of second Monte Cristo, and the doings of himself and friends make a very interesting story.

TALES OF NEW ENGLAND. By Sarah Orne Jewett. Cloth. 16mo. 276 pp. \$1.00. Boston & New York: Houghton, Mifflin & Co.

Humor and pathos are mingled in these "tales," and in them we recognize the hand that wrote "A Marsh Island," and "A Country Doctor." There is very little incident, but much clever character drawing. The volume contains "Miss Tempy's Watchers," "The Dulham Ladies," "An Only Son," "Marsh Rosemary," "A White Heron," "Law Lane," "A Lost Lover," and "The Courting of Sister Wisby." Some of these sketches have been published in other forms, and one of them, "A White Heron," names another volume of short stories.

BALLAD BOOK. Edited by Katharine Lee Bates. Cloth. 16mo. 280 pp. Boston and New York: Leach, She-well & Sanborn.

The name of the editor, who has done some excellent literary work, is a guarantee for this volume. It is one of the "Students' Series of English Classics," and contains fifty selections, which are divided into "Ballads of Superstition," "Ballads of Tradition," and "Romantic and Domestic Ballads." In the introduction we have a study of ballad literature, a list of modern ballads, and of those that have different versions in other literatures. Methods of study in ballad work are given, and notes are added, so that the quaint dialect need not hinder the pupil from understanding the poems. The book will make an admirable beginning to the study of ballad literature, and it is safe to say that the student who reads this little volume will want to pursue the study farther.

INSTALLATION COUNCIL, PLYMOUTH CHURCH, 1890.

This is a record of the proceedings of a council in Plymouth church, Brooklyn, N. Y., for the installation of the Rev. Lyman Abbott, D. D., as pastor, and the ordination and installation of the Rev. Howard S. Bliss as assistant pastor, Jan. 16, 1890. It also contains a sermon by Dr. Abbott on the new theology. There are portraits of Mr. Beecher, Dr. Abbott, and Mr. Bliss.

MIDNIGHT TALKS AT THE CLUB. Reported by Amos K. Fiske. Cloth, gilt top. 16mo. 298 pp. \$1.00. New York: Fords, Howard & Hulbert.

An attractive volume, dealing with the questions of the day. The "talks" take place in a corner of the Asphodel club between an "owl party" of four. Tom Benedict is a young man who clings to the traditions of his fathers; Colonel Bloodgood is an out-and-out unbeliever; Judge Truman is the most quiet and dispassionate of debaters; and the fourth member of the party is "The Listener," who takes notes in order to print them. The topics of conversation cover a wide range—"Temperance," "Sabbath Observance," "Political Immorality," "Superstition and Worship," "Moses and the Prophets," "The Value of Human Evidence," "The Power of Personality," "The Usefulness of Delusion," etc., are discussed. Their favorite themes seem to be along the line of religious thought, for they are continually going back to "Ancient Scripture" or some subject of a kindred nature. The colonel believes in delusion as a restraint upon vice, Tom Benedict defends his faith upon historic grounds, while the judge preaches universal toleration and enlightenment, and makes a strong plea for the religion of self-renunciation and love of others. The book contains much clear thinking, generous feeling, and many readers who have admired the papers as they appeared in the Sunday issues of the *New York Times*, will be pleased to see them in book form.

MAGAZINES.

"The Anglomaniac," an anonymous story of New York society, with illustrations by Dana Gibson, begins in the June *Century*. In the same number the tariff question is discussed by Edward Atkinson in an article entitled "Comparative Taxation." A series of striking memoranda on the life of Lincoln is given, accompanied by a full-page illustration, showing the exact appearance of the stage and proscenium boxes at Ford's theater as they appeared on the night of the assassination.

The *May Book Buyer* has a fine portrait of Mark Twain, and a short sketch of this popular author, besides notes from Boston, English notes, and extracts from the newest books, with illustrations. The latter is always a most attractive feature of the magazine.

Public Opinion, of Washington, offers three prizes for the best essays on the study of current events in school and college.

Mrs. Isabel Mallon, of New York, has been added to the editorial staff of *The Ladies' Home Journal*, of Philadelphia. Mrs. Mallon is an experienced editorial writer, and will conduct one of the fullest and strongest fashion departments in the *Journal* ever attempted in a general magazine.

Vick's Magazine for May is bright and attractive. All lovers of flowers will find pleasure and profit from its perusal. We notice among the topics treated, "Sowing Flower Seeds," "Garden Asters," "The Marigold," "The Early Yellow Violet," "Arbor Day," "Double Petunias," and "Pampas Grass."

The *May Quiver* has for its frontispiece a charming picture entitled "Baby's First Visit." The first article is an illustrated one on "A Great Sunday-school," in Stockport. "Light and Liberty," "Some of our most Ancient Churches," "The Huguenot Admiral," several continued stories, poems, etc., make the number for May a notable one.

Cassell's Family Magazine for May is at hand. The serials grow in interest, and the short stories are very entertaining. The list of articles includes those on "Influenza, Colds, and Whooping Cough," "Savory Dishes for Spring," "Annals in the Flower

Garden," "Canal Life on Mars," and "The Public Life of Public Men."

The Reform of Elementary Schools, a Spanish paper printed at Coatepec, Mexico, has reached us. Some of the articles plainly show that there is an educational awakening in Mexico. Among the subjects treated are hygiene in the schools, normal schools, life at the Naas school, and others.

CATALOGUES AND PAMPHLETS RECEIVED.

Outlines of Psychology and Pedagogy. By Theodore B. Nott, Ph.D., principal of the state normal school, California, Pa. The aim of the author has been to present clearly and concisely the leading principles of psychology, in so far as the knowing powers are concerned, and he has kept in view exclusively, classes of students who are preparing to teach. He believes that the teacher, while studying psychology, always should have before him the question, "What is the study of Mind able to do for the Training of Mind?"

My Country: A Fourth of July Exercise. By Mrs. L. A. Bradbury. Philadelphia: National School of Elocution and Oratory. Teachers will find this excellent to use, as a whole or in part, as a closing exercise.

The New City of Buena Vista, Rockbridge county, Virginia, issued by the Buena Vista Company.

The Register of Clark University, Dr. G. Stanley Hall, president is a book of ninety-six pages, giving very full information regarding this young and promising institution. The university now consists of five closely related departments,—mathematics, physics, chemistry, biology, and psychology. Modern languages are taught in a way to meet the practical needs of students in these departments. It will thus be seen that the plan of the university differs greatly from that of the usual higher institution of learning; in fact, its work is intended to supplement the usual college course.

Sixth Annual Catalogue of the School of Expression, of Freeman place, Beacon street, Boston, Mass.

ANNOUNCEMENTS.

D. C. HEATH & Co. will shortly publish "Harmony in Praise," a new music book just prepared by two masters in the Lawrenceville school, New Jersey. The book is a collection in very clear and plain type of classic tunes and unsectarian hymns, for use in the chapel exercises of schools and colleges, and for the home circle.

GINN & Co. are about to issue "The Leading Facts in American History," by D. H. Montgomery. The book is suitable for grammar school pupils. It will be ready in June.

GEORGE H. ELLIS, Boston, publishes Edwin D. Mead's address, on the Roman Catholic church and the public schools. Although a warm defender of the public schools, Mr. Mead treats the Roman Catholics and their views with careful justice.

DODD, MEAD & Co. will soon issue an inexpensive series to be called the "Makers of America," which will include the lives of discoverers, colonizers, statesmen, men of war, men of letters, theologians, and inventors.

HOUGHTON, MIFFLIN & Co. announce a complete edition of the works of James Russell Lowell, in a large-paper edition in ten volumes, limited to three hundred copies for America.

The HARPERS publish a book entitled "Delicate Feasting," consisting of a series of papers, by Theodore Child, on the art of cooking and serving food.

The SCRIBNERS issue Edward Eggleston's popular story of Western life, "The Hoosier School-Boy," in a new edition especially arranged by the author for use as a reader in schools.

LONGMANS, GREEN & Co. have now ready, "The House of the Wolf: A Romance," by Stanley J. Weyman; "The Captain of the Polestar, and Other Tales," by A. Conan Doyle; and "A Naturalist Among the Head-Hunters," by C. M. Woodford, F.R.G.S.

SCRIBNER & WELFORD's new books include "Our Vice-Regal Life in India," by the Marchioness of Dufferin and Ava, and "Flowers from a Persian Garden, and other Papers," by W. A. Clouston.

WORTHINGTON Co. have published an attractive volume, "The Feet of Love," by Miss Aldrich.

CHARLES L. WEBSTER & Co. offer a very attractive work, "A Library of American Literature," in eleven volumes, by E. C. Steadman and Ellen M. Hutchinson. There are nearly 3,000 selections arranged chronologically, and over 1,200 authors are quoted.

THE CASSELL PUBLISHING COMPANY have several stories in preparation for publication—"Two Women, or One?" by Henry Harland, and "Vivier, of Vivier, Longman & Co., Bankers," by Barclay North, among others.

THE ROUTLEDGES have in press a Russian novel by Mrs. B. MacGahan, the widow of the correspondent of the *New York Herald*, who made a reputation for himself in the Russo-Turkish war.

RAND, McNALLY & Co. have just issued in their Rialto Series "A Strange Infatuation," by Lewis Harrison, an illustrated story founded upon the theory of hypnotism in crime.

G. P. PUTNAM'S SONS will publish early in June O. B. Frothingham's work on "Boston Unitarianism—a study in its life and work, 1820-1850."

HENRY HOLT & Co. will publish a series of small volumes of selections from the leading philosophers from Descartes down, prepared under the direction of Dr. E. H. Sneath, lecturer on the history of philosophy at Yale.

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There are many grotesque forms in nature, but it must be noted here that nothing is created without its uses. One insect (*achias longivideus*) has long, flexible horns with eyes in the ends of them. If an enemy is approaching, the insect does not have to turn around to see, but has simply to turn one of these horns in the direction of the sound. This insect is very common in Ava, Asia.

The mantis *religiosa*, or praying mantis, is not uncommon in most parts of our country. Save in outward form there is no special sanctity about this insect, for it is cruel, tricky, and voracious—a cannibal of the worst order. The pious attitude assumed by the mantis is in reality the position of readiness to attack its prey.

The attention of New England teachers expecting to be present at the National Convention at St. Paul in July, is invited to the direct route to the Northwest afforded by the "Soo Line" and its Eastern connections. The trip westward gives the traveler a view by daylight of St. Lawrence river points and the Rapids of St. Mary's river at Sault Ste. Marie. Crossing the great International bridge at the last named point, where there is much to be seen of interest to intelligent observers, it is the only all-rail route direct from the Atlantic coast to St. Paul and Minneapolis. Through sleepers run daily between Boston and the Minnesota capital, with dining car service equal to the best on any American railway. It runs through the sylvan shades of the Taquamenaw river, where the adventurous Hiawatha did some pioneer work and "made a pathway for the people, from the springs among the mountains." Visitors to the convention from New England may choose between the all-rail route, and a trip from Montreal via St. Lawrence river to Kingston or Toronto, then by rail to Owen Sound, and onward by steamer through Georgian Bay to Sault Ste. Marie. For particulars address C. E. McPherson, district passenger agent, 311 Washington street, Boston, or Jno. G. Taylor, general passenger agent, Minneapolis.

Another funny little monster (*heteronotus aronatus*) has sharp spikes projecting from its body. As it is of a tempting rose color, and would be very likely to attract the eyes of rapacious birds, always on the alert for a dainty tid-bit, nature has armed it with thorns likely to stick in any bird's throat.

A very remarkable insect (*boeydium tintinnabulariferum*), with a very remarkable and unpronounceable name, has a slender neck rising up from the thorax, and branching out at the top into five forms, one a large spike projecting rearward, and the other four terminating in spiked and bristling balls. Its home is in Southern Asia.

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